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ABSTRACT

This guide is designed to assist teachers presenting the Schools Achieving Gender Equity (SAGE) curriculum for vocational education students, which was developed to align gender equity concepts with the Kentucky Education Reform Act (KERA). Included in the guide are lesson plans for classes on the following topics: legal issues of gender equity, gender-fair job interviews, traditional versus nontraditional gender occupations, sexual discrimination and harassment in the workplace, gender identity and gender equity, gender images projected in the media, gender equity and social etiquette, myths and subconscious behaviors that promote sexism, providing a gender-equitable environment of the next generation, and gender-equitable standards of behavior. Each lesson plan contains some or all of the following: essential questions; KERA goal; academic expectation; culminating performance; student organization project; lesson outcomes; suggested resources; outline of lesson topics and learning experiences (lesson initiation and closure activities; critical thinking, integrated, and cooperative learning activities; portfolio writing assignment; class recitation; and assessment activity); supplementary learning activities; and performance assessment materials. Concluding the guide are a copy of the Kentucky Holistic Scoring Rubric and a list of seven resource organizations and their addresses. (MN)

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SCHOOLS ACHIEVING GENDER EQUITY

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OVERVIEW

Schools Achieving Gender Equity *(SAGE)* is a user-friendly, vocational education curriculum guide which aligns gender equity concepts with the Kentucky Education Reform Act. It has been designed to be appropriate for any vocational-technical class and includes activities for academic integration. Each lesson is independent and may be taught in correlation with a career unit, or all ten lessons may be used sequentially.

Transformations: Kentucky's Curriculum Framework is utilized to identify KERA goals and academic expectations are identified for each lesson. Performance assessments, cooperative learning experiences, student portfolio components, culminating performances, critical thinking activities and projects for vocational student organizations are incorporated into the lessons. Students have "hands-on," "real-world" learning experiences as they analyze and evaluate gender equity issues.

Community involvement is an integral segment of this curriculum as students complete work experiences in nontraditional occupations, investigate discrimination issues, conduct interviews, make public presentations, and examine policies and procedures. Workers in nontraditional occupations become role models as they host field trips, provide on-site job shadowing, serve as resource speakers, share work experiences and report job opportunities.

Materials for this curriculm were furnished by Carl Perkins Gender Equity Vocational Education Funds and may be reproduced as needed. Copies are available for postage costs ($3.00) by contacting:

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Gender Equity
LESSON 1

Legal Issues of Gender Equity

ESSENTIAL QUESTIONS: **Do gender equity laws ensure fairness for males and females?**

1. How do local school policies correlate with gender equity laws?
2. What rights and responsibilities do citizens have regarding gender equity?
3. How can reverse discrimination be prevented?

KERA GOAL: **Core Concepts and Principles: Social Studies**

ACADEMIC EXPECTATION: **Students recognize issues of justice, equality, responsibility, choice, and democratic principles to real-life situations.**

CULMINATING PERFORMANCE: Prepare and present findings of local school policies and procedures regarding legal issues of gender equity to school site based council and/or local board of education.

STUDENT ORGANIZATION PROJECT: Establish "watch dog" student task force on gender bias and gender stereotyping in school.

LESSON OUTCOMES: Identify legislation which impacts gender equity.
Examine government policies regarding gender fairness and compare to local school policies and procedures.
Propose changes or justify current school policies which support gender fairness.

SUGGESTED RESOURCES: Kentucky Department of Education, Kentucky Writing Portfolio Teacher's Handbook.
Library
Government teacher
School policies and procedures handbook
Art supplies
Butcher paper and marker
Media equipment for presentations
Supplement 1: "Mock Trial"
Performance Assessment: "Equity Policy Proposal"

CONTENT	LEARNING EXPERIENCES
Gender Equity Laws Rights Responsi- bilities School Policies/ Procedures	Lesson Initiation. Conduct a word match activity by asking the students to name the first word that comes to their minds when you say a word. Slowly call out these words: "breadwinner," "bias," "discrimination," "doctor," "equity," "equal rights," "gender," "harassment," "secretary," "justice." Review the student responses one word at a time and write them on the chalkboard or on a large sheet of butcher paper. Summarize responses and ask the students to draw conclusions. Present the essential questions and allow the students to add/delete questions. Post edited questions so they are visible daily to all students. State that these questions will be addressed in this lesson and that they will be presenting their findings to school policy makers (school council/board of education members). Critical Thinking. Instruct students to survey teachers and students and to observe classroom decor for evidence of subtle gender bias language. Give examples as "policeman," "mankind," "he," etc. Tell them to record the data, analyze their findings and report to the class. Following the reports, ask the following questions. *Do you think gender bias exists in your school? Why or why not?* *How could this school be more gender equitable?* Integrated Activity. Team with government class and/or invite government teacher to review laws ensuring gender equity. Include Amendment 19 Women's Suffrage, Equal Pay Act of 1964, and Title IX of the 1972 Education Amendments.

CONTENT	LEARNING EXPERIENCES

Conduct a mock trial using Supplement 1: "Mock Trial." Guide the class in selecting one of the simulated case studies or in designing their own for the trial case.

Divide the students into three teams, equally distributing males and females. Require each member of the team to accept at least one of the responsibilities.

Distribute copies of the school's policies and procedures and instruct the students to examine and compare them to gender equity laws. All three teams will need to be very knowledgeable of the law and of local school policies. The judge/jury team will need to do in-depth study to make a valid decision.

Establish expected standards and/or guide the class in developing a rubric.

Class Recitation. To check for comprehension of Integrated Activity, ask the following questions. Use effective questioning techniques and call on students at random.

How does the Constitution of the United States help to prevent gender discrimination? Give an example.

Explain how gender equity laws have changed since 1950.

Explain the effect of gender equity laws on employment.

What impact has Title IX of the 1972 Education Amendments had on school polices and procedures?

Portfolio Writing Assignment. Assign each student to **research** a different related gender equity topic. Allow students to brainstorm for ideas and compile a list of suggested topics. Post list on the bulletin board.

CONTENT	LEARNING EXPERIENCES
	Arrange for the students to use school library or provide sufficient and appropriate reference materials. Require each student to prepare an editorial for the school newspaper regarding findings. Editorials should draw a conclusion and meet the standards for inclusion in the students' portfolios. Cooperative Learning. Assign students to groups of 3-5, alphabetically according to their first names. Charge the groups with the responsibility to determine if their school's polices and practices are gender equitable. Require each group to prepare a formal presentation using their choice of media (speech, drama, video, written editorial, etc.). The presentation should be appropriate for addressing the school board of education and/or the site based decision making council. Lesson Closure. Allow each group to share with the class the presentation prepared in the Cooperative Learning. Select one group or combine presentations into one and arrange for them to address the school site based council and/or the local board of education. Assessment. Use "Kentucky Writing Assessment Holistic Scoring Guide," Kentucky Writing Portfolio Teacher's Handbook, as a rubric for assessing Portfolio Writing Assignment. Essential Questions may be used as Open Response Questions. The Performance Assessment and the Culminating Project may be used to determine student mastery of the academic expectation(s).

Supplement 1: Mock Trial

Directions to the teacher

Guide the class in choosing a case study from the list below. Divide the students into three teams. Write "Prosecution", "Defense" and "Judge/Jury" on separate sheets of paper and ask one student from each team to draw to determine team assignments.

Appoint or allow the members of each assigned team to choose at least one of the following roles and/or responsibilities designated for their team.

Team 1: Defense Attorney, Defendant, Witnesses
Team 2: Prosecuting Attorney, Victim, Witnesses
Team 3: Judge, Members of the Jury

Establish criteria required and/or guide the students in developing an appropriate rubric.

Case Studies for Mock Trial

A recent survey of the student enrollment showed that 90% of the students were in courses and vocational programs traditional to their gender. Upper level math and science classes had twice as many male as female students.

Susan was selected for a co-op position at a local industry in electricity. Pierre claims reverse discrimination as he was not selected. Industry denies claims but admits that it is important to employ minors.

A financial audit reports that twice as much of the school budget is spent on boys' athletic program as on girls' athletic programs.

A review of the school's disciplinary actions record reflects that males are more severely punished than are females.

Parents have complained that the school textbooks contain gender biases and that they do not illustrate workers in occupations nontraditional to their gender.

Gender Equity
LESSON 1

Performance Assessment Facilitator Information Sheet

Grade Level: 9-12

Task Title: Equity Policy Proposal

Number of Students: 2-4

Task Overview: Students will be given a written summary of equity legislation from which they should discuss the impact each ruling has on policies and procedures within their community. Issues relating to justice, equality, responsibility, choice, and democratic principles should be included. Each student should take written notes during the discussion. Individually, students will draft an equity policy for a city government.

Materials: Equity Legislative Summary
Data Sheet for Notetaking in Group Work
Response Forms for Individual Work

Other Information:

After 20 minutes has elapsed, please separate the members of the group and instruct them to complete their task on their own.

Performance Assessment Student Instruction/Response Form

TASK: SS214 Equity Policy Proposal

Grade: 9-12 **Number of Students: 2-4**

Student Name: _____

General Group Instructions:

You will have up to 20 minutes to complete the group work for this task.

You have been provided a summary of key legislation regarding equity rights of individuals. You are to discuss the impact of equity rights addressed by each ruling and take written notes on the Data Sheet provided.

Individual Work: When your group has completed the interview questions, someone from your group should notify your teacher. Then you may open this Response Form and answer the question by yourself. Do not work as a group to complete the Response Form.

Return all materials along with your Response Form to your teacher when you have finished answering the questions.

Summary of Equity Legislation

19th Amendment: Women's Suffrage

"The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex.

Congress shall have power to enforce this article by appropriate legislation."

14th Amendment: Rights of Citizens

"To give a mandatory preference to members of either sex over members of the other .... is to make the very kind of arbitrary legislative choice forbidden by the Equal Protection Clause." Chief Justice Warren Burger,1971.

Equal Credit Opportunity Act of 1974:

Outlawed discrimination against women seeking credit from banks, government agencies, and finance companies. It is illegal to ask questions about a person's sex or marital status on a credit application.

Civil Rights Act of 1964:

Banned job discrimination based on gender.

Equal Employment Opportunity Act of 1974:

Prohibits sex discrimination in hiring, firing, promotion, pay, and working conditions.

DATA SHEET

Take written notes from your group discussion regarding equity legislation. You may use these notes as a reference during your individual work.

SS214: Equity Policy Proposal

Each member of the group must work individually and complete this response form.

NAME: _____

Using your written notes as a reference to draft a city government policy regarding gender equity. Include issues relating to justice, equality, responsibility, choice, and democratic principles.

SCORING GUIDE
Performance Assessment: Equity Policy Proposal

GROUP WORK

SCORE	DESCRIPTION
4	Written notes are descriptive, comprehensive and include examples of the impact each legislative ruling has on gender equity.
3	Written notes include comprehensive explanations regarding each legislative ruling provided regarding gender equity.
2	Written notes are brief, lack depth and are generic in nature.
1	Students report incomplete information and minimal of understanding is demonstrated.
0	No response. Irrelevant and incorrect information reported.

INDIVIDUAL WORK

SCORE	DESCRIPTION
4	Policy is comprehensive and descriptive of each legislative ruling regarding gender equity. Government procedures regarding justice, equality, responsibility, choice, and democratic principles are included and gender fair language is used.
3	City government policy is complete and includes issues relating to justice, equality, responsibility, choice, and democratic principles. Each legislative ruling is explained.
2	Policy is brief and lacks clear explanations of the equity issues.
1	Information is incomplete and shows minimal understanding.
0	No response. Irrelevant and incorrect information reported.

Gender Equity
LESSON 2

Job Interviews: Gender Fairness

ESSENTIAL QUESTIONS: **How can I be certain that job interviews are free of sexual discrimination?**

1. How does sex discrimination occur in job interviews?
2. What mannerisms and vocabulary should be avoided?
3. How can one communicate effectively in a gender bias free job interview?

KERA GOAL: **Core Concepts and Principles: Vocational Studies**

ACADEMIC EXPECTATION: **Students produce and/or make presentations that communicate school-to-work/post-secondary transition skills.**

CULMINATING PERFORMANCE: Prepare a video for all vocational students on bias free job interviews.

STUDENT ORGANIZATION PROJECT: Present a program on gender bias free job interviews at vocational club meetings.

LESSON OUTCOMES: Identify gender bias language.
Demonstrate appropriate appearance and body language that is gender bias free.
Propose ways to communicate effectively in an interview that is free from gender bias.

SUGGESTED RESOURCES: U. S. Department of Labor, Occupational Outlook Handbook.
Kentucky Department of Education, Transformations: Kentucky's Curriculum Framework.
Vocational student textbooks
English teacher
Camcorder and VCR
Cassette player
Stage props
Resource speaker
Advisory council members and/or Business/industry representatives
Supplement 1: "What To Do"
Supplement 2: "Recording Scripts"
Performance Assessment: "Job Interview"

CONTENT	LEARNING EXPERIENCES
Effective communication Appropriate appearance Examples of discrimination	<u>Lesson Initiation</u>. Announce to the class that you are going to conduct simulated job interviews. Use a male and a female student volunteer and conduct the interviews differently. Ask traditional sexist questions. Include the following discriminatory practices. *Compliment the female on her personal appearance and the neatness of her application. Ask about her marital status and parenting plans. Interrupt her when she is speaking and give very little eye contact. Address the female by first name or "honey."* *Compliment the male on his achievements listed on his resume. Offer a firm handshake at the beginning and close of the interview. Listen attentively to his responses. Address him as "Mr." or "Sir."* <u>Class Discussion</u>. Ask the class to share their feelings about the two interviews. Use effective questioning techniques and call on students at random. Use the following questions to prompt student thinking about job interviews. *How were the interviewees treated differently?* *What sexist language or statements were used?* *What is an advantage of using language that is free of gender bias?* *How can interviews be conducted in a way that is free of gender bias?* Present the Essential Questions and allow the students to add/delete questions. Post edited questions so as to be visible daily to all students. State that these questions will be addressed in this lesson and that students will be preparing a video on gender bias free job interviews for all vocational students and/or public service radio announcements.

CONTENT	LEARNING EXPERIENCES
	Reading Assignment. Instruct students to **read** guidelines on preparing for a job interview. Select reading assignment from vocational student textbooks. Review the Cornell Notetaking Method using "Notetaking," *Transformations: Kentucky's Curriculum Framework*, Vol. II, p. 117. Require students to take written notes. and/or Resource Speaker. Invite a AAUW member, a personnel manager from industry or a representative from an employment agency to serve as a guest speaker on job interviews. Ask the speaker to include ways to ensure a bias free interview. Require students to take written notes using the Cornell Notetaking Method. Critical Thinking. Call on students at random to brainstorm appropriate responses when sexist remarks and actions occur during an interview. Use Supplement 1: "What To Do?," Case One. List the responses on the chalkboard as they are given and continue until all ideas have been exhausted. Discuss the importance of not offending the prospective employer while ensuring gender fair treatment. Use the holistic scoring rubric in the appendix and/or lead the students in designing a rubric for appropriate responses. Instruct the students to prepare appropriate responses for Case Two using dialogue format. Portfolio Writing Assignment/Integrated Activity. Assign each student to **write** a script on job interviewing, gender bias free. Explain that these scripts will be recorded on a camcorder and viewed by other vocational classes and/or used as public service radio announcements.

CONTENT	LEARNING EXPERIENCES
	Invite an English teacher to review the procedures for script writings. Use Kentucky Writing Portfolio Teacher's Handbook.
	Cooperative Learning. Explain to the students that their class will be establishing a recording company to produce the scripts prepared in the Portfolio Writing Assignment. Follow guidelines in Supplement 2: "Recording Scripts."
	Lecturette. Review guidelines in completing a job application properly and in preparing a competitive resume.
	Independent Work. State that every student must apply and be interviewed for a job in the recording company. Instruct each student to complete a job application and a resume for his/her preferred job assignment. Ask advisory council members and/or local business/industry representatives to conduct the job interviews. Announce job assignments and record the scripts.
	Lesson Closure. View the prepared video(s) and listen to radio recordings. Summarize concepts. Allow the students to distribute copies of the prepared video to all vocational teachers for classroom viewing. Arrange for public service announcements to be aired on local radio station.
	Assessment. The Critical Thinking Activity and the Performance Assessment may be used as evaluative instruments. Use the "Kentucky Writing Assessment Holistic Scoring Guide," Kentucky Writing Portfolio Teacher's Handbook to assess the Portfolio Writing Assignment.

Supplement 1: What To Do?

Directions to the teacher. Discuss Case One with the students and prompt them to brainstorm appropriate responses when gender bias occurs during a job interview. Guide the students in anticipating the employer's reactions to their responses. Tell the students to review their notes taken during the Reading Assignment and Resource Speaker.

Instruct the students to complete Case Two meeting the criteria established and/or developed in the rubric.

Directions to the student. Complete the conversation in Case Two using communication tips learned from your Reading Assignment and the Resource Speaker. Write your response in a dialogue format. Pose several responses and **analyze** the results of each response. Remember that your goal is to get the job, have a gender fair interview, and not offend your prospective employer.

Case One. Ross applied for a job as a child care worker at a day care center. During the interview, he was asked if he would do the yard maintenance during the summer and assemble play equipment. Ross enjoys children and plans to be a pediatrician. The employer has made no reference to his child care skills nor implied any plans for him to work directly with the children.

Case Two. Stu is a registered nurse and has applied for a job at a hospital. During the interview, he was asked why he chose to be a nurse instead of a doctor. He was asked if he would be willing to lift heavy patients when needed and if he would be comfortable working with all female nurses.

Stu:

Employer:

Stu:

Employer:

Stu:

Employer:

Stu:

Employer:

Supplement 2: Recording Scripts

Directions to the teacher. Simulate a recording company business to produce the scripts prepared in the Portfolio Writing Assignment. Scripts will be recorded on a camcorder for vocational classes and/or on a audio cassette for public service radio announcements.

Lead the students in identifying typical job titles of recording company employees(camera operator, producer, stage director, actors, actresses, narrator, etc.,) needed for the script productions. Include a script reviewing team. List the job titles on the chalkboard. The number of positions should equal the number of students.

Assign students to groups of 3-5 according to their birthdate. Assign 3-5 job titles to each group and instruct them to develop bias free job descriptions for each one. Provide copies of the Occupational Outlook Handbook.

Post job titles with job descriptions on the classroom walls. Each student must apply for at least one of the positions and prepare for an interview. Ask advisory council members and/or local business/industry representatives to conduct the job interviews and appoint the student selected for each position.

Instruct the script reviewing team to examine scripts from the Portfolio Writing Assignment and to determine which scripts should be used for the video and which should be used for the public service radio announcements. All scripts must be used, but scripts may be combined as indicated. The videos and radio recordings will them be produced, using the students who were selected for the various positions of recording company employees.

Performance Assessment Facilitator Information Sheet

Grade Level: 9-12

Task Title: Job Interview

Number of Students: 2-4

Task Overview: Students will prepare a list of 5-6 interview questions for each of the job descriptions provided for each group. Students will review questions to ensure that the language is free of bias. Individually, students will write responses to each proposed question, highlighting personal attributes, experience, and other information they think the employer would be considering in the interview setting.

Materials: Listing of Job Descriptions
Data Sheet for Group Work
Response Forms for Individual Work

Other Information:

After 20 minutes has elapsed, please separate the members of the group and instruct them to complete their task on their own.

Performance Assessment Student Instruction/Response Form

TASK: VS38 Job Interview

Grade: 9-12 **Number of Students: 2-4**

Student Name: _____

General Group Instructions:

You will have up to 20 minutes to complete the group work for this task.

You have been provided a list of job descriptions from which you are to select a job that interests you. Each member of your group should select one job that he/she could imagine applying for. You need not have the required experience for the job in order to select it. Two or more of you may select the same job.

Prepare 5-6 typical questions for each job description included that would be appropriate in a job interview. Include questions which would reflect employability attributes and work ethics but are free of gender bias. Each member of your group must record the proposed interview questions for his/her selected job on the Data Sheet provided.

Individual Work: When your group has completed the interview questions, someone from your group should notify your teacher. Then you may open this Response Form and answer the questions by yourself. Do not work as a group to complete the Response Form.

Return all materials along with your Response Form to your teacher when you have finished answering the questions.

Job Description Listings

JOB DESCRIPTION: Social Worker Assistant.

Qualifications: High school diploma plus experience in related field, good interpersonal skills including conflict resolution and problem solving.

JOB DESCRIPTION: Corrections Officer.

Qualifications: High school diploma plus post secondary education in psychology, criminology, and related fields with emphasis on personal counseling and rehabilitation of inmates.

JOB DESCRIPTION: Chemist.

Qualifications: Bachelor's degree in chemistry plus preserverance, curiosity, and ability to concentrate on detail and work independently.

JOB DESCRIPTION: Electrician.

Qualifications: Licensed apprenticeship and/or previous training and experience with strong background in mathematics, electricity, electronics, and science; good health; and average physical strength.

DATA SHEET

As a group, prepare a list of (5-8) proposed interview questions for each job description provided. Include questions which would reflect employability attributes and work ethics but are free of gender bias. Each group member must record the questions proposed for his/her selected job on this Data Sheet.

VS237 Job Interview

Each member of the group must work individually and complete this response form.

NAME: _____

Respond to each interview question proposed in your group work by writing your replies below as if you were being interviewed for that position. Highlight personal attributes, work ethics, experience and other relevant information you think the employer would be considering.

SCORING GUIDE
Performance Assessment: Job Interview

GROUP WORK

SCORE	DESCRIPTION
4	Proposed interview questions are comprehensive, thought provoking, relevant and gender fair. Employability attributes, work ethics, and experience are solicited and interpersonal skills are assessed.
3	Proposed interview questions elicit responses which reflect employability attributes, work ethics, interpersonal skills, experience in problem solving, and are free of gender biases.
2	Interview questions lack depth and are gender biased. Questions demand yes/no responses and/or do not require explanations.
1	Students report incomplete information and minimal understanding is demonstrated.
0	No response. Irrelevant and incorrect information reported.

INDIVIDUAL WORK

SCORE	DESCRIPTION
4	Responses are comprehensive and examples of employability attributes, work ethics, and experience are provided. Interpersonal, problem solving skills and conflict resolution skills are demonstrated through suggested techniques.
3	Responses reflect interpersonal and problem solving skills and are free of gender bias. Personal attributes, experience and other relevant information is included.
2	Responses are brief and contain some gender biases.
1	Information is incomplete and shows minimal understanding.
0	No response. Irrelevant and incorrect information reported.

Gender Equity
LESSON 3

Traditional versus Non-Traditional Gender Occupations

ESSENTIAL QUESTIONS: **What job readiness skills are generic to all occupations?**

1. What are the advantages and disadvantages of being employed in a nontraditional occupation?
2. Why do traditional male occupations pay higher salaries than do traditional female occupations?
3. How do schools ensure equitable career guidance regardless of gender.

KERA GOAL: **Core Concepts and Principles: Vocational Studies**

ACADEMIC EXPECTATION: **Students demonstrate strategies for selecting career-path options.**

CULMINATING PERFORMANCE: Participate in a work setting in an occupation that is non-traditional to one's gender as a pre-apprentice, a co-op student, an intern, or a volunteer.

STUDENT ORGANIZATION PROJECT: Host a career fair showcasing nontraditional occupations.

LESSON OUTCOMES: Give examples of workers in non-traditional occupations.
Practice job skills in a non-traditional work setting.
Compare salaries in traditional male occupations with those in traditional female occupations.
Evaluate textbooks for equitable examples of nontraditional occupations.

SUGGESTED RESOURCES: CORD, Applied Mathematics, Unit 4.
Kentucky Department of Education, Kentucky Writing Portfolio Teacher's Handbook.
Student textbooks
Supplement 1: "Careers"
Supplement 2: "Equal Pay"
Supplement 3: "Structure Tree"
Performance Assessment: "Job Market Analysis"

CONTENT	LEARNING EXPERIENCES
Job skills Salary comparisons Job readiness Advantages/ disadvantages of nontradi-tional careers	<u>Lesson Initiation</u>. Conduct a game of charades to help students recognize personal stereotypes about career choices. Divide the class into two teams according to age and explain the following rules. 1. Teams will alternate turns, pantomiming a career to their team. 2. Team members will have two minutes to name the occupation. 3. One point will be awarded for every correct answer. If the team fails to identify the occupation in two minutes, the opposing team may "steal" the point with the correct answer. Cut apart and mount on cards the names of careers listed in Supplement 1: "Careers" and place face down as drawing cards. Select the youngest person in each group to draw a card and pantomime the career listed. Alternate teams and continue with the next youngest team member. Present the Essential Questions and allow the students to add/delete questions. Post edited questions so as to be visible daily to all students. Ask the students to identify the careers that are traditionally male and the careers that are traditionally female. Explain that in the United States both men and women by law have equal access and equal opportunity to pursue any career for which they have appropriate aptitudes and interests, regardless of gender. <u>Integrated Activity</u>. Team with an applied math class and/or use <u>Applied Mathematics</u>, Unit 4, "Using Graphs, Charts and Tables." Chart the average salaries of men and women in a variety of occupations. Use data from Supplement 2: "Equal Pay" or obtain data from local Department for Employment Services.

CONTENT	LEARNING EXPERIENCES
	Critical Thinking. Challenge the students to interpret the charts prepared in the Integrated Activity. Ask them to name five reasons salaries are different for men and women in the same occupation. List on the chalkboard. Demonstrate how to stimulate analytical thinking about a concept. Distribute Supplement 3: "Structure Tree" and review the process of using a structure tree concept. Explain that a structure tree allows one to focus on a problem and see the major causes and specific contributing factors. Assign the students to five teams and assign each team one of the assumed reasons for differences in salaries. Instruct each team to identify two probable causes for the assumed reason. Teams may need to conduct surveys, research causes and/or interview major employers to prove or disapprove the assumptions. Require each team to report their findings to the class. Independent Work. Require each student to investigate the job skills needed in a career of his/her interest. This may be a career in which they will be performing in a real work setting. Tell them to identify the most important courses/competencies needed and to design a recommended high school course of study which would help prepare them for the chosen occupation. Instruct them to interview a worker in the occupation regarding necessary job skills and related high school courses. Discuss appropriate interview questions.

CONTENT	LEARNING EXPERIENCES

Portfolio Assignment. Instruct the students to write an analysis of the job skills and the interview completed in the Independent Work. Tell them to determine if their school adequately provides training for the development of job readiness skills.

Use Kentucky Writing Portfolio Teacher's Handbook to ensure that writings are appropriate for inclusion in the students' portfolios.

Cooperative Learning. Assign students to groups of 3-5 according to the color of their clothing. Instruct each group to examine five different student textbooks for illustrations of workers in nontraditional occupations. Explain the following steps.

1. Compare the illustrations by looking at the pictures in three chapters of each book.
2. Count the number of pictures of workers in nontraditional occupations and the number in traditional occupations.
3. Review the same three books for gender-neutral job titles.
4. Tabulate the results and chart findings on a bar graph.
5. Every group member should be prepared to explain findings and interpret the data on the bar graph to the class.

Ask each team to number themselves 1-5. Call on number ones from each team to report.

Lesson Closure. Conduct a debate regarding the advantages and disadvantages of working in nontraditional occupations. Number the students by threes forming three teams. Appoint the student in each team with the nearest birthday to serve as the team leader.

CONTENT	LEARNING EXPERIENCES
	Write the words "advantages," "disadvantages," and "narrator" on separate slips of paper and allow the team leader to draw for their team's assignment. Instruct the students to prepare for the debate by reviewing their learning experiences in this lesson. Five members from each team will serve on the team at a time with every student serving at least two minutes in the debate. The "Narrator" team will prepare questions and evaluate the accuracy of the responses. Assessment. Use "Kentucky Writing Assessment Holistic Scoring Guide," Kentucky Writing Portfolio Teacher's Handbook, as a rubric for assessing the Portfolio Writing Assignment. The achievement of the Academic Expectation will be demonstrated by the Culminating Project and the Performance Assessment.

Supplement 1 " Careers"

Directions to the teacher. Cut apart and mount on cards to use in charades activity.

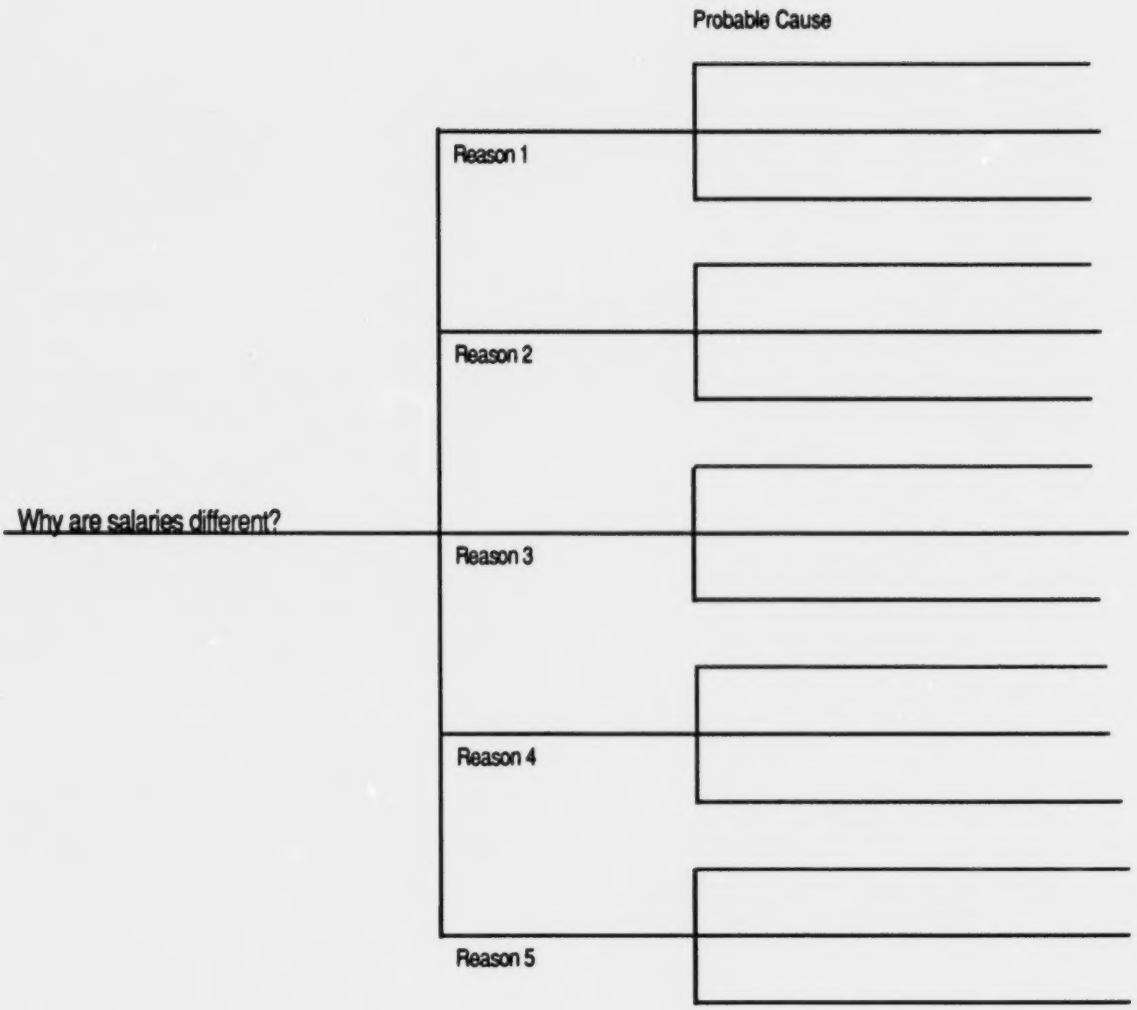
BAKER	PAINTER	SURVEYOR
BRICK MASON	LEGAL ASSISTANT	OPTOMETRIST
BUTCHER	TRUCK DRIVER	TV NEWS ANCHOR
VETERINARIAN	FIRE FIGHTER	COMPUTER PROGRAMMER
AIRLINE PILOT	ELECTRICIAN	REGISTERED NURSE
CHILD CARE WORKER	CHEF	EMERGENCY MED TECHNICIAN
AUTO MECHANIC	HAIRDRESSER	U.S. MARSHALL

Supplement 2: Equal Pay

1990 Median Salaries. Source: Bureau of Labor Statistics.

	WOMEN	MEN
Attorney	$45,500	$61,256
Accountant	25,116	33,488
Buyer, Wholesale/Retail	20,436	30,212
College Professor	32,240	42,016
Computer Systems Analyst	34,372	41,548
Editor/Reporter	23,504	30,576
Engineer	38,272	42,744
Finance Manager	29,016	43,524
Graphic Designer	19,812	32,032
Insurance Underwriter	25,116	38,532
Mechanic	23,868	24,804
Personnel Manager	31,408	45,812
Property/Real Estate Manager	19,916	26,884
Public Administrator	28,548	36,920
Public Relations Specialist	27,248	32,396
Police/Detective	25,116	26,624
Postal Clerk	29,068	28,392
Registered Nurse	31,616	32,032
Secretary	17,732	20,124
Teacher	26,260	30,888

Supplement 3: Structure Tree



Gender Equity
LESSON 3

Performance Assessment Facilitator Information Sheet

Grade Level: 9-12

Task Title: Job Market Analysis

Number of Students: 2-4

Task Overview: Students will be given a chart of "Jobs in Kentucky." As a group, they should review and discuss the chart, interpret the data regarding an analysis of the traditional male and female occupations and determine the outlook/opportunities for employment in Kentucky. Each student should take written notes during the discussion and record his/her information on the Data Sheet. Individually, students will design a gender bias free brochure for middle school students on choosing an occupation.

Materials:
Chart "Jobs in Kentucky"
Data Sheet for notetaking in group work
Blank sheet of paper for individual work

Other Information:

After 20 minutes has elapsed, please separate the members of the group and instruct them to complete their task on their own.

Performance Assessment Student Instruction/Response Form

TASK: VS236 Job Market Analysis

Grade: 9-12 **Number of Students: 2-4**

Student Name: _____

General Group Instructions:

You will have up to 20 minutes to complete the group work for this task.

You have been provided a chart of "Jobs in Kentucky." As a group, you should review the chart, interpret the data regarding an analysis of the traditional male and female occupations and determine the outlook/opportunities for employment in Kentucky. Each group member should complete the Data Sheet provided.

Individual Work: When you have completed reviewing the chart "Jobs in Kentucky," someone from your group should notify your teacher. Then you may open this Response Form and complete the assignment by yourself. Do not work as a group to complete the Response Form.

Return all materials along with your Response Form to your teacher when you have finished answering the questions.

The charts below show increases of Jobs in Kentucky through the year 2000. Fastest growing jobs show us the percentage of increase for each job. High demand jobs show us how many job openings there will be per year.

Top 25 Fast-Growing Jobs in Kentucky

	Job:	Actual 1987	Projected 2000	Percent Increase
1.	Data Processing	572	1,231	115.2
2.	Paralegal Personnel	721	1,377	91.0
3.	Dental Hygienists	878	1,650	87.9
4.	Medical Records Technicians and Technologists	822	1,530	86.1
5.	Dental-Laboratory Technician	418	769	84.0
6.	Medical Assistants	2,211	4,014	816.
7.	Demonstrators, Promoters, Models	521	921	76.8
7.	Dental Assistants	2,045	3,616	76.8
9.	Home Health Aids	1,334	2,319	73.8
10.	Employment Interviewers	756	1,310	73.3
11.	Physical Therapists	474	811	71.1
11.	Mail Machine Operators	982	1,680	71.1
13.	Occupational Therapists	157	261	66.2
14.	Physical, Corrective Therapy Assistants	466	774	66.1
15.	Medical Secretaries	2,421	3,968	63.9
16.	Data Entry Keyers, Composing	314	505	60.8
17.	Occupational Therapy Assistants	112	180	60.7
18.	Medicine and Health service Managers	3,504	5,605	60.0
19.	Electroencephalograph Technicians	83	131	57.8
20.	Computer Systems Analysts, Electronic Data Processing	1,964	3,074	56.5
21.	Computer Operators	2,813	4,393	56.2
22.	Typists, Word Processing Equipment	2,825	4,314	52.7
23.	Registered Nurses	18,253	27,857	52.6
24.	Recreation Therapists	227	346	52.4
25.	Legal Secretaries	2,848	4,324	51.8

Source: Kentucky Department for Employment Services

Top 25 High-Demand Jobs in Kentucky

	Job	Average Annual Openings
1.	Retail Salespeople	3,888
2.	Farmers	3,581
3.	General Managers and Top Executives	3,223
4.	Janitors and Cleaners (except maids)	2,151
5.	Truck Drivers	1,901
6.	General Office Clerks	1,569
7.	Cashiers	1,510
8.	First-Line Sales Supervisors	1,444
9.	Nursing Aides and Orderlies	1,428
10.	Stock Clerks, Sales Floor	1,335
11.	Combination Food Preparation, Service Workers	1,314
12.	Maids and Housekeeping Cleaners	1,240
13.	Registered Nurses	1,216
14.	General Secretaries	1,159
15.	Guards and Watch Guards	1,134
16.	Bookkeeping and Accounting Clerks	1,066
17.	Food Preparation Workers	881
18.	Waiters and Waitresses	840
19.	Elementary Teachers	780
20.	Cooks, Specialty Fast Food	748
21.	Sales Agents, Real Estate	736
22.	Cooks, Institutional or Cafeteria	735
23.	First-Line Clerical Supervisors	710
24.	Clergy	691
25.	Sales Representatives, Except Scientific and Retail	684

Source: Kentucky Department for Employment Services

VS236: Job Market Analysis

EACH MEMBER OF THE GROUP MUST COMPLETE ONE COPY OF THIS DATA SHEET.

NAME: _____

SCHOOL: _____

DATA SHEET

Write your data analysis of traditional male and female occupations and the outlook/opportunities for employment in Kentucky.

Data Analysis: _____

_____

_____

_____

_____

_____

_____

_____

Outlook/Opportunities for Employment in Kentucky: _____

_____

_____

_____

_____

_____

_____

_____

VS236: Job Market Analysis

Each member of the group must work individually and complete this response form.

NAME: _____

Using your written notes as a reference, prepare a brochure for middle school students on choosing an occupation. Brochure should be free of gender bias and include information regarding workers in occupations nontraditional to their gender.

Use the blank sheet of paper provided in this packet for your brochure

SCORING GUIDE

Performance Assessment: Job Market Analysis

GROUP WORK

SCORE	DESCRIPTION
4	Written notes are descriptive, comprehensive and include examples of data interpretation and an analysis of traditional and nontraditional occupations.
3	Written notes include comprehensive explanations regarding the future job market in Kentucky.
2	Written notes are brief, lack depth and are generic in nature.
1	Students report incomplete information, and minimal understanding is demonstrated.
0	No response. Irrelevant and incorrect information reported.

INDIVIDUAL WORK

SCORE	DESCRIPTION
4	Brochure addresses specific details of future job market in a logical, sequential manner, is free of gender bias and includes workers in occupations nontraditional to their gender.
3	Brochure adequately portrays traditional and nontraditional occupations and is gender fair.
2	Brochure is brief and lacks clear illustrations of occupations.
1	Information is incomplete and shows minimal understanding.
0	No response. Irrelevant and incorrect information reported.

Gender Equity
LESSON 4

Sexual Discrimination and Harassment

ESSENTIAL QUESTIONS: **How do sexual discrimination and harassment occur?**

1. How can sexual discrimination and harassment in the workplace be prevented?
2. What can one do if sexual discrimination or harassment occurs?
3. What are the detrimental effects of sexual harassment?

KERA GOAL: **Core Concepts and Principles: Social Studies**

ACADEMIC EXPECTATION: **Students recognize varying social groupings and institutions and address issues of importance to members of them including beliefs, customs, norms, roles, equity, order, and change.**

CULMINATING PERFORMANCE: Prepare and present program on sexual discrimination and harassment to targeted audience(s) (civic clubs, school council, church groups, etc.).

STUDENT ORGANIZATION PROJECT: Sponsor an awareness week on "Preventing Sexual Discrimination and Harassment."

LESSON OUTCOMES: Discuss job discrimination and sexual harassment.
Survey attitudes regarding job discrimination and sexual harassment.
Propose a plan for the prevention of sexual harassment at school.
Set up a sexual discrimination and harassment resource center.

SUGGESTED RESOURCES: Kentucky Department of Education, Transformations, Kentucky's Curriculum Framework.
Guidance Associates, "Sexual Abuse and Harassment: Causes, Prevention, Coping" (video).
Resource speaker
English class
Supplement 1: "Questionnaire"
Art supplies
Performance Assessment: "Case Study Critique"

CONTENT	LEARNING EXPERIENCES
Prevention Causes Coping	Lesson Initiation. Administer a pretest on sexual discrimination and harassment using Supplement 1: "Questionaire." Review responses and discuss the definitions of "sexual discrimination" and of "sexual harassment." Tell the students to administer the questionnaire to three of their friends out of class and share their responses with the class. Resource Speaker. Invite a lawyer, a social worker, or an advocate for women's rights (e.g. AAUW member) to speak on sexual discrimination and harassment. Review the Cornell Notetaking Method using "Notetaking," Transformations, Kentucky's Curriculum Framework, Volume II, p. 117. Instruct the students to take notes. Video. Show video "Sexual Abuse and Harassment: Causes, Prevention, Coping." Tell the students to list the examples of inappropriate behaviors portrayed. After viewing, ask the students to tally and compare the examples identified. Class Recitation. To check for comprehension of information gained from the Resource Speaker and the Video, ask the following questions. Use effective questioning techniques and call on students at random. *How can sexual harassment be prevented?* *What are the detrimental effects of sexual harassment?* *How can one cope with sexual harassment at school? at work?* *What is the difference between sexual harassment and flirting?* *What causes sexual harassment?*

CONTENT	LEARNING EXPERIENCES
	Integrated Activity. Team with an English class and assign students to **write** a research paper on one aspect of sexual discrimination or sexual harassment. Review research procedures and arrange for the students to have access to the library. Critical Thinking/Portfolio Assignment. Challenge the students to develop a plan of action to reduce sexual harassment at school. Allow the students to brainstorm. List each suggestion on the chalkboard as given. Instruct each student to select one of the suggestions and **write** a plan to test it. Review "Inquiry/Investigation/ Experimentation," Transformations: Kentucky's Curriculum Framework. Volume II., p. 121. Plans may include surveys, observations, or inquiry/interviews. Submit writings for inclusion in the students' portfolios. Cooperative Learning. Inform the students that they are to prepare a resource center on sexual discrimination and harassment for the school library. Guide them in identifying key resources to be included and the method of promoting the center. Using student input, identify the required tasks and list on the chalkboard. Group similar or related tasks and distribute the responsibilities evenly into 3-5 sets. Assign students to groups of 3-5 according to their birth order. Instruct each group to select and complete a set of tasks. Provide art supplies as needed. Determine a date for the resource center to be completed and highlight it during the student organization sponsored awareness week.

CONTENT	LEARNING EXPERIENCES
	Lesson Closure. Readminister Supplement 1: "Questionnaire" and compare responses to those given in the Lesson Initiation. Assessment. Use "Kentucky Writing Assessment Holistic Scoring Guide," Kentucky Writing Portfolio Teacher's Handbook, as a rubric for assessing Portfolio Writing Assignment. Comprehension of the information provided by the Resource Speaker and Video will be determined by the Class Recitation. The Integrated Activity will be evaluated for product as well as process. The achievement of the Academic Expectation will demonstrated by the Culminating Project and the Performance Assessment.

Supplement 1: Questionaire

Directions. Defend or challenge each of the statements below in short answer form.

1. Sexual advances must occur more than once before they are considered sexual harassment.

2. The most effective way to cope with sexual harassment is to ignore it.

3. Males are discriminated against as often as females.

4. Title IV of the Civil Rights Act of 1964 prohibits sexual discrimination in employment.

5. Sexual harassment only occurs to attractive young women who dress or behave provocatively.

Performance Assessment Facilitator Information Sheet

Grade Level: 9-12

Task Title: **Case Study Critique**

Number of Students: 2-4

Task Overview: Students will review a case study provided to each group. Students will review, identify and discuss both overt and hidden sexual discrimination and harassment incidents cited in the case study. Individually, students will propose prevention procedures, recommend appropriate action and evaluate the detrimental effects of sexual discrimination and harassment.

Materials: Sexual Discrimination and Harassment Case Study Data Sheet (1 per student)
Response Forms (1 per student)

Other Information:

After 20 minutes has elapsed, please separate the members of the group and instruct them to complete their task on their own.

Performance Assessment Student Instruction/Response Form

TASK: SS216 Case Study Critique

Grade: 9-12 **Number of Students: 2-4**

Student Name: _____

General Group Instructions:

You will have up to 20 minutes to complete the group work for this task.

You have been provided a case study regarding sexual discrimination and harassment. Review, identify, and discuss the sexual discrimination and harassment incidents cited in the case incidents of study. Check for both open and hidden occurrences. Each group member will record the sexual discrimination and harassment cited in the case study on your data sheet.

Individual Work: When your group has completed the interview questions, someone from your group should notify your teacher. Then you may open this Response Form and answer the questions by yourself. Do not work as a group to complete the Response Form.

Return all materials along with your Response Form to your teacher when you have finished answering the questions.

Sexual Discrimination and Harassment Case Study

Company X has 50 employees, 20 females and 30 males; all management positions are held by males and all clerical positions, females. Men are required to wear coats and ties, and females are mandated to wear business suits with skirts (no pants) and heels. Female workers are expected to perform housekeeping services such as making coffee, running errands, etc. and males are expected to move furniture and lift heavy boxes as needed. Males are trained to open doors and offer seats to females.

When showing concern, the CEO frequently places his arm around females and pats the males on the back. Females are complimented on their appearances and males, on their performances.

Employee J enjoys telling shady jokes in both male and female company. Listeners who try to ignore the jokes or to not laugh are ridiculed and teased. Formal complaints are often ruled unsubstantiated (untrue), and employees filing complaints are accused of trying to cause trouble.

Sales representatives (males and females) for Company X are overly friendly and often appear to be flirtatious with their customers of opposite sex. Direct eye contact, invasion of personal space, and hand touching is common. These behaviors are defended as being effective sales promotion techniques and are encouraged.

SS216: Case Study Critique

EACH MEMBER OF THE GROUP MUST COMPLETE ONE COPY OF THIS DATA SHEET.

NAME: _____

SCHOOL: _____

DATA SHEET

Record the incidents of sexual discrimination and harassment cited in the case study. Separate the harassment issues from the discrimination ones and justify the reason for each one. Each group member must record this information on the Data Sheet.

Discrimination: _____

_____

_____

_____

Justification: _____

_____

_____

_____

Harassment: _____

_____

_____

_____

Justification: _____

_____

_____

_____

Gender Equity
LESSON 4

SS216 : Case Study Critique

Each member of the group must work individually and complete this response form.

NAME: _____

Propose prevention procedures, recommend appropriate action and evaluate the detrimental effects of sexual discrimination and harassment in the case study. Record your answers below.

Proposed Prevention Procedures: _____

_____

_____

_____

_____

_____

Recommended Action to be Taken: _____

_____

_____

_____

_____

Evaluation of Detrimental Effects: _____

_____

_____

_____

_____

SCORING GUIDE

Performance Assessment: Case Study Critique

GROUP WORK

SCORE	DESCRIPTION
4	More than 5 sexual discrimination and harassment incidents are cited with detailed explanations throughly justifying each accusation.
3	3-5 correct sexual discrimination and harassment incidents are cited and justifications are accurate.
2	Fewer than 3 sexual discrimination and harassment incidents are cited and justifications lack depth.
1	Students report incomplete information, and minimal understanding is demonstrated.
0	No response. Irrelevant and incorrect information reported.

INDIVIDUAL WORK

SCORE	DESCRIPTION
4	Responses are accurate, comprehensive, and show depth of understanding. Appropriate action is included for each incident cited and effective prevention techniques are listed.
3	Responses are accurate, complete and reflect problem solving techniques.
2	Responses are brief, do not reflect problem solving and lack depth of understanding.
1	Information is incomplete and shows minimal understanding.
0	No response. Irrelevant and incorrect information reported.

Gender Equity
LESSON 5

Gender Identity and Gender Equity

ESSENTIAL QUESTIONS: How can one achieve gender equity while remaining feminine or masculine?

1. What makes one masculine or feminine?
2. What stereotypical masculine or feminine roles create gender bias?
3. Why is it important to maintain one's gender identity?

KERA GOAL: Core Concepts and Principles: Social Studies

ACADEMIC EXPECTATION: Students observe, analyze, and interpret human behaviors to acquire a better understanding of self, others, and human relationships.

CULMINATING PERFORMANCE: Conduct a workshop for eighth graders on "Maintaining Gender Identity while achieving Gender Equity."

STUDENT ORGANIZATION PROJECT: Tour local business/industry sites and analyze the behavior and roles of the male and the female workers.

LESSON OUTCOMES:
Discuss the relationship between gender identity and gender equity.
Show how to achieve gender identity with equity.
Debate the impact of clothing on gender identity and gender equity.
Analyze human behavior to determine how one achieves gender identity.

SUGGESTED RESOURCES:
Kentucky Department of Education, Kentucky Writing Portfolio Teacher's Handbook.
Kentucky Department of Education, Transformations: Kentucky's Curriculum Framework.
Literary readings
Resource person
Library
Baby blankets (pink, blue)
Supplement 1: "Lecturette"
Supplement 2: "Observations"
Performance Assessment: "Analysis of Human Behaviors"

Gender Equity
LESSON 5

CONTENT	LEARNING EXPERIENCES
Maleness and femaleness Stereotypical behaviors Relationship of gender identity to clothing	Lesson Initiation. Display a pink baby blanket and a blue one and ask the students to name the connotations associated with each. List on the chalkboard traditional characteristics of each and discuss the impact of color association. Review the Essential Questions and allow the students to revise them as needed. Post the questions on the bulletin board. Lecturette. Present a Lecturette on the importance of maintaining gender identity while achieving gender equity. Use Supplement 1, "Lecturette" for information. Integrated Activity. Assign students to **read** a selection from literature relating to gender identity (e.g. The Miracle Worker, The Odyssey, To Kill a Mockingbird, "Through the Tunnel"). Class Discussion. To check for comprehension of the Integrated Activity, ask the following questions. Use effective questioning techniques and call on students at random. *What behaviors of the main characters were stereotypical?* *What effect did gender identity have on the actions of the main characters?* *Was gender equity achieved? Why or why not?* Resource Person. Ask a personnel manager from local business/industry to discuss dressing for success while retaining gender identity. Request the speaker to include unisex and/or uniform dressing and the relationship between behavior and clothing.

CONTENT	LEARNING EXPERIENCES
	Portfolio Assignment. Require the students to observe people in a public setting (mall, church, ball game, park, etc.) for two hours. Tell them to record information about their behaviors, clothing and manners of relating to others using Supplement 2: "Observations." Instruct the students to analyze their observations, to interpret how gender identity was achieved and to describe its effect on gender equity in the observed situations. Assign them to complete a writing appropriate for inclusion in their portfolios regarding their findings. Review "Writing Process," Transformations: Kentucky's Curriculum Framework, pp. 136-137. Discuss the findings and ask student volunteers to share their analyses. Critical Thinking. Host a debate on the impact of clothing on gender identity and gender equity. Follow guidelines in "Debate," Transformations: Kentucky's Curriculum Framework, p. 125. Guide the students in developing a rubric for assessing the debate. Enlarge and post the rubric. Organize the students into two teams and flip a coin to determine team viewpoints. Arrange for the students to access research materials in school library and/or provide resources for the students to use in the classroom. Performance Event/Cooperative Learning. Assign students to groups of 3-5 alphabetically according to their first name. Appoint the leader in each group alphabetically by first name and the recorder alphabetically in reverse. Assign each group to prepare a skit on "How to Achieve Gender Identity with Equity." Review guidelines using Supplement 2: "Skits."

CONTENT	LEARNING EXPERIENCES
	Skits may be presented at the workshop for eighth graders conducted in the Culminating Performance. Lesson Closure. Review the Essential Questions and instruct the students to **write** open-ended responses to them. Assessment. Use "Kentucky Writing Assessment Holistic Scoring Guide," Kentucky Writing Portfolio Teacher's Handbook, as a rubric for assessing Portfolio Writing Assignment. Use the student generated rubric to assess the Critical Thinking activity. Essential Questions may be used as Open Response Questions. The Performance Assessment and the Culminating Project may be used to determine student mastery of the Academic Expectation.

Supplement 1: Lecturette

Directions to the teacher. Use the following information as a reference for the Lecturette on importance of maintaining gender identity while achieving gender equity.

Explain ways in which male/female children are cared for differently, beginning at birth, that may lead into stereotypical roles. Girls are handled more carefully and boys are bounced more aggressively. Boys are encouraged to select mechanical toys such as tool kits, trucks and interlocking building blocks. Girls are given dolls to nurture and housekeeping toys for role playing.

Aggression in children is accepted differently. Girls are reprimanded and taught to "act like a lady" but boys are expected to be "all boy" which includes rowdy play.

Boys are reprimanded for showing emotions as crying and told to be a "big boy " and not cry. Girls are comforted when they cry, and assertiveness is discouraged.

Parents often have two standards of behavior for girls and boys. Girls are more likely to have curfews and to be more protected while boys are expected to be able to take care of themselves. This may create a "learned helplessness" in females, allowing them to be feel unable to control their futures.

Gender Equity. Everyone possesses some masculine and feminine traits, and it is advantageous to be able to utilize traits which are situationally appropriate regardless of one's gender. Androgyny is an equal blend of masculine and feminine characteristics. Unisex clothing is designed to be appropriate for males or females.

Gender Identity. Maleness and femaleness are genetic; masculinity and femininity are learned. Sex hormones cause the secondary sex traits in humans to develop causing one to appear physically masculine or feminine. Testosterone cause facial hair, deep voices, and broad shoulders to develop in males. Projesterone and estrogen cause breasts to develop, hips to widen and menstruation to occur in females.

Dressing as a male or female does not create gender bias unless the clothing is designed for exploitation. (Ex. A waitress is required to wear short skirts and the waiter allowed to wear long pants.)

One should never attempt to eliminate his/her gender identity because it is a part of one's self image. Children should have both male and female role models.

Supplement 2: Observations

Directions. Observe people for two hours recording information about their behaviors, clothing, and manners of relating to others. Look for similarities and differences between the genders. Try to include an equal number of males and females. You may observe the same people for the entire two hours or record observations about several different people during a two hour time span.

Record your observations in the designated spaces below. Use additional paper as needed. Analyze your findings and form conclusions regarding how gender identity was achieved and its effect on gender equity.

Submit a **writing** appropriate for inclusion in your portfolio regarding your conclusions. Use examples from your observations to support your interpretations.

Gender	*Age Span	Behavior	Clothing	Interactions

*Identify as C- child, T-teenager, MA-middle age, SC-senior citizen.

Gender Equity
LESSON 5

Performance Assessment Facilitator Information Sheet

Grade Level: 9-12

Task Title: Analysis of Human Behaviors

Number of Students: 2-4

Task Overview: Each group of students will be provided a copy of the fairy tale "Cinderella." Students will identify stereotypical behaviors of the characters and discuss their effects on gender identity. Individually, students will rewrite the fairy tale, eliminate stereotyping and gender bias but allow the characters to maintain their gender identities.

Materials: Fairy Tale of "Cinderella"
Data Sheet (1 per student)
Response Forms (1 per student)

Other Information:

After 20 minutes has elapsed, please separate the members of the group and instruct them to complete their task on their own.

Performance Assessment Student Instruction/Response Form

TASK: SS221 Analysis of Human Behaviors

Grade: 9-12 **Number of Students: 2-4**

Student Name: _____

General Group Instructions:

You will have up to 20 minutes to complete the group work for this task.

You have been provided a copy of the fairy tale "Cinderella" to analyze the relationships between human behaviors and gender identity. Review the fairy tale, identify the stereotypical behaviors of the characters, and discuss their effects on gender identity. Record your conclusions on your data sheet.

Individual Work: When your group has completed analyzing the fairy tale, someone from your group should notify your teacher. Then you may open this Response Form and answer the questions by yourself. Do not work as a group to complete the Response Form.

Return all materials along with your Response Form to your teacher when you have finished.

Cinderella

Once upon a time there was a beautiful young girl named Cinderella, who lived in a small village with her mean stepmother and two ugly stepsisters. Cinderella was required to do all of the housework and was never allowed to attend social events.

The king sent invitations to all of the maidens in the village to a ball held in honor of the prince. The prince would select his wife by asking her to dance. The two ugly stepsisters were excited and made Cinderella help them get ready. When Cinderella asked about being able to attend also, they only sneered at her and laughed.

After the two ugly stepsisters had left for the ball, Cinderella went up to her room and visited with her friends, the field mice. "Oh, how I wish I could go to the ball," sobbed Cinderella.

"Oh but you can," spoke the fairy godmother.

"There is no way I can go, I have nothing to wear and no way to get there," cried Cinderella. With the wave of a magic wand, the fairy godmother immediately transformed Cinderella's tattered dress into a beautiful evening gown with glass slippers. A pumpkin became a carriage and the field mice were turned into carriage attendants. Cinderella was excited as she ran out of the door and rushed into the carriage. As she was leaving, the fairy godmother warned that Cinderella must return by midnight.

Cinderella was the most beautiful maiden at the ball, and the prince fell in love with her immediately. They danced all evening as everyone whispered about her identity. Even her two ugly stepsisters did not recognize her. Suddenly the clock began to strike twelve, and Cinderella remembered her fairy godmother's warning. As she quickly left the ball, she dropped one of her glass slippers on the palace steps. The prince tried to catch her but all he could find was the dropped glass slipper.

The prince was heartbroken and was determined to find his beautiful maiden. The palace servants went from house to house all over the village looking for the maiden whose foot would fit the glass slipper. Both of the two ugly stepsisters tried desperately to fit into the glass slipper but their feet were too big. Meanwhile, Cinderella had been hidden in a locked room so the king's servants would not find her.

"May I try the slipper?" asked Cinderella as she held the matching slipper in her hand.

Her friends, the field mice, had helped her to escape. The slipper was a perfect fit on Cinderella's tiny foot. Cinderella and the prince were married at once and lived happily ever after.

SS221 Analysis of Human Behaviors

EACH MEMBER OF THE GROUP MUST COMPLETE ONE COPY OF THIS DATA SHEET.

NAME: _____

SCHOOL: _____

DATA SHEET

Identify the stereotypical behaviors of the characters in the fairy tale, "Cinderella." Discuss the effects that gender identity has on the characters and record your conclusions.

Stereotypical Behaviors:

Cinderella _____

_____

Prince _____

_____

Stepsisters _____

_____

Fairy Godmother_____

_____

Effects of Gender Identity on the Behaviors:

Cinderella _____

_____

Prince _____

_____

Stepsisters _____

_____

Fairy Godmother_____

_____

Analysis of Human Behaviors

Each member of the group must work individually and complete this response form.

NAME: _____

Rewrite the fairy tale of "Cinderella", reflect gender equity, eliminate stereotyping and gender bias but allow the characters to maintain their gender identities.

SCORING GUIDE

Performance Assessment: Analysis of Human Behaviors

GROUP WORK

SCORE	DESCRIPTION
4	An in-depth understanding of stereotyping, gender identity and its effect on human behavior was thoroughly demonstrated.
3	A correlation between gender identity and behavior was clearly communicated and stereotyping implications were demonstrated.
2	Some correlation between gender identity and behavior was implied but lacks clarity and a complete understanding of stereotypical implications.
1	Students report incomplete information, and minimal understanding is demonstrated.
0	No response. Irrelevant and incorrect information reported.

INDIVIDUAL WORK

SCORE	DESCRIPTION
4	Insightful illustrations of gender identity and equity clearly communicate an in-depth understanding of the relationships among stereotyping, gender bias and human behaviors.
3	Writing is free of stereotyping and gender bias but does maintain the gender identity of each character.
2	Writing eliminates some gender bias and stereotyping but lacks depth of understanding. The relationship between human behavior and gender identity is partially illustrated.
1	Writing is incomplete and shows minimal understanding.
0	No response. Irrelevant and incorrect information reported.

Gender Equity
LESSON 6

Gender Images Projected in the Media

ESSENTIAL QUESTIONS: What effect do gender images portrayed in the media have on one's attitudes, roles, and opportunities.

1. What role should the media assume in preventing gender bias?
2. What gender images are portrayed in children's programs and print media?
3. How have gender roles portrayed in the media changed in the past ten years?

KERA GOAL: Connect and Integrate Knowledge

ACADEMIC EXPECTATION: Students address situations from multiple perspectives and produce presentations or products that demonstrate a broad understanding.

CULMINATING PERFORMANCE: Present a documentary on the impact of the media on gender images.

STUDENT ORGANIZATION PROJECT: Host a panel discussion on the media's responsibility in preventing gender bias. Use parents of preschoolers, media personnel, and senior citizens.

LESSON OUTCOMES: Recognize ways gender bias is portrayed in the media.
Discuss the impact that stereotyping in the media has on children.
Compare the correlation between human behaviors and the gender images portrayed in the media.
Revise a gender bias portrayed in the media.

SUGGESTED RESOURCES:
Kentucky Department of Education, Kentucky Writing Portfolio Teacher's Handbook.
Kentucky Department of Education, Transformations: Kentucky's Curriculum Framework.
Children's nursery rhymes
Prerecorded television programs
New Dimension Media, "Women Seen on Television"
Resource person
Psychology class
Preschool class
Art supplies

SUGGESTED RESOURCES continued:

Magazine and/or television advertisements
Supplement 1: "Media"
Supplement 2: "Reading Pals"
Supplement 3: "Stereotyping on TV"
Supplement 4: "Learning Centers"
Performance Assessment: "Examination of Gender Images Portrayed in the Media"

CONTENT	LEARNING EXPERIENCES
Media types Forms of bias Effects of advertising Correlation between behavior and media	Lesson Initiation. Read a classic children's nursery rhyme such as "What are Little Girls Made Of?" and "What are Little Boys Made Of?" to the students. Using effective questioning techniques, ask the following questions. *What are the expected behaviors of "boys"? "Girls"?* *What behaviors cause one to appear masculine? Feminine?* *What behaviors are important for both genders?* *What is one way that stereotyping males and females create bias? Another?* Class Discussion. Write the statements below on the chalkboard and ask the students to respond as each statement is read. Tell them to stand if they agree, remain seated if they disagree, or stand half way if they are unsure. Read the following statements. *Television affects one's perspectives on an issue.* *All media (print and nonprint) should be censored for equity of gender.* *It is the parents' responsibility to monitor magazines, comic books, movies, and television programs for their children.* *Adults are not affected by gender images portrayed in the media.*

CONTENT	LEARNING EXPERIENCES
	Introduce the Essential Questions and allow students to modify them. Post the revised ones on the bulletin board and state that in this lesson, students will be analyzing the media to determine the answers to these questions. Lecturette. Present a brief overview of the types of media and forms of bias. Use Supplement 1: "Media" for information. Performance Event. Instruct the students to rewrite the nursery rhymes from the Lesson Initiation, correcting the discriminatory language and converting it into a poem. Require each student to write and illustrate a child's book for his/her revised nursery rhyme/poem according to guidelines in Supplement 2: "Reading Pals". Provide art supplies as needed. Working with a preschool class, pair a preschooler with each student, forming reading pals. Arrange for each student to read the nursery rhyme to his/her reading pal. Resource Person. Invite an advertising salesperson from newspaper, radio, or television to speak to the class on the effects of advertising. Video. Show video "Women Seen on Television," New Dimension Media, Inc. Allow student discussion and be prepared for strong reactions between males and females. Integrated Activity. Team with a psychology class to investigate the correlation between human behaviors and gender images portrayed in the media.

CONTENT	LEARNING EXPERIENCES

Show prerecorded television program(s) and/or assign the students to watch two hours of television at home. Instruct them to identify the behaviors portrayed in the programs and in the commercials. Use Supplement 3: "Stereotyping on TV" for the students to record their responses.

Discuss findings and review selected segments of the television recording. Use effective questioning techniques and call on students at random. Generate appropriate questions and/or ask the following questions.

What clues identified the characters as male or female?

Would these clues be appropriate behaviors for either gender? Why/why not?

How did the portrayed behaviors reflect gender equity/inequity?

Which gender was portrayed as the hero/heroine? Victim?

Cooperative Learning. Randomly assign students to groups of 3-5. Group media categories to equal the number of assigned groups and assign each group a different category. See Supplement 1: "Media" for a list of media categories.

Require each group to conduct an in-depth study of the gender images projected by their assigned media category. Instruct them to prepare a learning center for training the other groups. Explain the required criteria using Supplement 4: "Learning Centers."

Review "Know/Want/Learn (KWL)." Transformations: Kentucky's Curriculum Framework, pp. 114-115 and instruct the students to use this model in their groups.

CONTENT	LEARNING EXPERIENCES
	Portfolio Assignment. Tell the students to complete a written analysis regarding the impact of the media on gender images. Follow guidelines in Kentucky Writing Portfolio Teacher's Handbook to ensure appropriateness for inclusion in the students' portfolios. Lesson Closure. Instruct the students to reconstruct a situation in which gender bias was portrayed by the media to be more equitable. Allow students to select their type of media and mode of presentation. Require them to present their revisions to the class and explain how the gender biases were involved. Assessment. Use "Kentucky Writing Assessment Holistic Scoring Guide," Kentucky Writing Portfolio Teacher's Handbook, as a rubric for assessing the Portfolio Writing Assignment. The Performance Event will be assessed according to the criteria in Supplement 2: "Reading Pals". Comprehension of the Lecturette will be determined by the Performance Event. The achievement of the Academic Expectation will demonstrated by the Culminating Project and the Performance Assessment.

Gender Equity
LESSON 6

Supplement 1: Media

Directions. The following information is provided to supplement the Lecturette. Explain that there are many types of media not just television and magazines.

Types Of Media:

- Magazines/Newspapers:
  - Advertisements, Feature Articles
- Television/Radio:
  - Children's Programs, Talk Shows, Commercials, Movies, Music Videos, News Reports
- Cartoons:
  - Print, Nonprint
- Music:
  - Pop, Classical
- Video Games
- Books:
  - Comics, Adult and Children's Novels,
- Theaters:
  - Movie, Live Drama
- Billboards

Review the six basic forms of bias according to Dr. David Sadker and Dr. Myra Sadker in The Sex Equity Handbook for Schools (1982). Show examples using magazine and/or television advertisements.

Invisibility:	Under-represents.
Stereotyping:	Limits roles and attributes, ignores individual abilities and interests.
Imbalance/Selectivity:	Limits perspectives, perpetuates a given interpretation of an issue.
Unreality:	Glosses over controversial topics.
Fragmentation/Isolation:	Arbitrarily separates issues of men and women, isolates ethnic groups and genders, perpetuates the "White Male" culture.
Linguistic Bias:	Has the effect of denying the legitimate participation of women and of belittling the role of females.

Supplement 2: Reading Pals

Directions. Rewrite a traditional child's nursery rhyme/poem (e. g. "What are little girls made of?" and "What are little boys made of?".) so that it is free of gender bias and stereotyping.

Produce an attractive booklet for your nursery rhyme/poem including illustrations. The script and the illustrations must be free from bias and stereotyping. Construction paper stapled on the fold, may be used for the booklet cover. Illustrations may be hand drawn or you may use pictures clipped from magazines.

Trade booklets with a classmate who will check for correct usage of the grammar and punctuation. Make corrections as suggested by your classmate. You will be evaluated according to the criteria specified below.

Practice reading your nursery rhyme/poem with excitement and lots of expression.

Your teacher will arrange a time for you to meet with your reading pal. Plan to make the time special and include some related fun activities. After reading the poem, talk with the child about its meaning.

Reading Pals Criteria:

Nursery Rhyme/Poem
1. is free of all forms of gender bias and stereotyping
2. is free of surface errors including grammar and punctuation
3. is appropriate and appealing for preschoolers
4. includes a gender equity message

Booklet
1. is neat and attractive
2. is well illustrated

Reading Presentation
1. shows expression and excitement
2. includes conversation about the poem's message
3. includes related fun activities

Gender Equity
LESSON 6

Supplement 3: Stereotyping on TV

Directions. Record the behaviors of the males and those of the females portrayed on television by completing the following exercise. Include related verbal interactions.

TV Program	Character	Gender	Interaction
Commercial	Character	Gender	Interaction

Conclusions:

Supplement 4: Learning Centers

Directions. Assign each group a media category.

Directions to the students.

Step 1. Using the forms of bias as stated in the Lecturette, identify at least six different examples of gender bias as portrayed through your assigned media category. Include at least one example of each form of bias.

Step 2. Each member in your group must conduct an interview regarding your selected examples of media biases. Select interviewees who have read, viewed, heard or are otherwise familiar with your examples. Use the following questions for your interview. Record your responses and report back to your group.

1. What do you remember the most about the main character(s)?

2. What message(s) do you think is sent by this media? (video, comic, advertisement, etc.)

3. Do you think the media has affected your perspectives of gender roles? Why or why not?

4. Who do you think should be responsible for preventing the portrayal of gender bias in the media?

Step 3. Interview an adult regarding how the media has changed in the past ten years regarding gender images.

Step 4. Report findings from the interviews to your group following interviews. Each group should combine and summarize the interview reports from all members of their group. Draw conclusions and formulate a hypothesis.

Step 5. Prepare a learning center for sharing information gathered in your search and discovery of bias in the media. The learning center must include evidence generated from steps 1-4.

Step 6. Each member must serve as representative at his/her own group's learning center, explaining the groups' formulated hypothesis for a period of time. Each member will also visit all other learning centers and gather information from their group findings.

Gender Equity
LESSON 6

Performance Assessment Facilitator Information Sheet

Grade Level: 9-12

Task Title: **Examination of Gender Images Portrayed in the Media**

Number of Students: 2-4

Task Overview: Students will determine the effect that gender images as projected in the media have on one's attitudes, roles, behaviors, and opportunities. Students are to select a media example from the "Media Listings" and analyze the gender images portrayed. Students will identify the victims and heroes/heroines, cite examples of aggressive and passive behavior, and compare the type of clothing worn by the males to that worn by the females. Each student should record this information on his/her Data Sheet. Individually, students will write editorials regarding their conclusions based on the group work's data.

Materials: "Media Listings"
Data Sheets (1 per student)
Response Forms (1 per student)

Other Information:

After 20 minutes has elapsed, please separate the members of the group and instruct them to complete their task on their own.

Performance Assessment Student Instruction/Response Form

TASK: 61 Examination of Gender Images Portrayed in the Media

Grade: 9-12 **Number: 2-4 Students**

Student Name: _____

General Group Instructions:

You will have up to 20 minutes to complete the group work for this task.

You have been provided a copy of "Media Listings" from which you are to select an example to analyze the gender images portrayed. You will identify the victims and heroes/heroines, cite examples of aggressive and passive behavior, and compare the type of clothing worn by the males to that worn by the females. Discuss the impact media portrayal of gender images has on one's attitudes, roles, behaviors, and opportunities. Each student should record this information on his/her Data Sheet.

Individual Work: When your group has completed analyzing the portrayal of gender images in the media, someone from your group should notify your teacher. Then you may open this Response Form and answer the questions by yourself. Do not work as a group to complete the Response Form.

Return all materials along with your Response Form to your teacher when you have finished.

Media Listings

Type of Media:

1. Magazine and newspaper advertisements,
2. Television (children's programs, cartoons, talk shows, commercials, movies, music videos, news reports)
3. Music (pop and classical lyrics)
4. Video games
5. Books (comics, adult and children's novels, biographies, textbooks)
6. Theaters (cinemas and live drama)

Suggestive Media Examples:

1. Gone With the Wind (novel)
2. Superman comics or movies
3. James Bond movies
4. Blondie (comic strip)
5. Donald Duck (comic strip)
6. "Little House on the Prairie" (television show)
7. "Power Rangers" (television show)
8. Grapes of Wrath (novel)
9. Brave New World (science fiction novel)
10. "You've Come a Long Way Baby" (advertisement)
11. Star War movies
12. Madonna's music videos
13. Michael Jackson's music videos
14. Hamlet (Shakespearean play)
15. Nancy Drew mysteries
16. "Roxanne" (television series)
17. "Another World," "General Hospital," "All My Children" (soap operas)
18. "Sesame Street" (television program)
19. Little Women (movie or book)
20. "The Lion King" (movie)

61 Examination of Gender Images Portrayed in the Media

Each Member of the Group Must Complete One Copy of This Data Sheet.

NAME: _____

SCHOOL: _____

DATA SHEET

Media Type: _____

Example: _____

Main Characters

Males	Females

Behavior

Aggressive	Passive

Roles

Victims	Heroes/Heroines

Clothing Styles

Conservative	Sexually Suggestive

Student Response Form

Examination of Gender Images Portrayed in the Media

Each member of the group must work individually and complete this response form.

NAME: _____

Write a newspaper editorial regarding the impact on one's attitudes, roles, behaviors, and opportunities of gender images portrayed in the media .

SCORING GUIDE

Performance Assessment: **Examination of Gender Images Portrayed in the Media**

GROUP WORK

SCORE	DESCRIPTION
4	An in-depth understanding of media portrayal of gender images was thoroughly demonstrated. Detailed descriptions were recorded from multiple perspectives.
3	Data analysis was accurate, complete, and reflected comprehensive understanding of the impact of gender images portrayed in the media.
2	Examples are brief, generic in nature, and lack supportive descriptions.
1	Students report incomplete information, and minimal understanding is demonstrated.
0	No response. Irrelevant and incorrect information reported.

INDIVIDUAL WORK

SCORE	DESCRIPTION
4	Insightful examples of media portrayal of gender images clearly communicate an in-depth understanding. Writing includes specific details which throughly support the writer's perspective.
3	Writing reflects a comprehensive analysis of the impact of media portrayal on society but uses broad generalities to support conclusions.
2	Writing lacks depth of understanding and includes few supporting factors.
1	Writing is incomplete and shows minimal understanding.
0	No response. Irrelevant and incorrect information reported.

Gender Equity
LESSON 7

Gender Equity and Social Etiquette

ESSENTIAL QUESTIONS: **How do traditional social customs align with gender equity?**

1. In what way can a common courtesy become discriminatory?
2. What are some social customs that are sexist?
3. How should one respond in a gender discriminatory social setting?

KERA GOAL: **Core Concepts and Principles: Social Studies**

ACADEMIC EXPECTATION: **Students interact effectively and work cooperatively with diverse ethnic and cultural groups of our nation and world.**

CULMINATING PERFORMANCE: Design public service announcements for local radio station regarding etiquette with equity.

STUDENT ORGANIZATION PROJECT: Prepare "Etiquette with Equity" booklets for all vocational students.

LESSON OUTCOMES: Identify stereotyping and gender bias in traditional etiquette practices.
Discuss the correlation between consideration for others and equity.
Practice courteous responses in gender biased settings.
Revise traditional etiquette practices to include gender equity.

SUGGESTED RESOURCES: Kentucky Department of Education, Kentucky Writing Portfolio Teacher's Handbook.
Kentucky Department of Education, Transformations: Kentucky's Curriculum Framework.
"Presenting Your Point of View," Applied Communications, Module 9. (Instructor's Kit and Student Worktexts).
Video of choice on etiquette
Etiquette reference books
Playing cards, poster paper and markers
Fruit flavored candy
Supplement 1: "Etiquette Today"
Supplement 2: "Role Play"

SUGGESTED RESOURCES Continued:
Library
Performance Assessment: "Comparison of Traditional Social Customs and Gender Equity"

CONTENT	LEARNING EXPERIENCES
Social etiquette Equity and courtesy Traditional social customs	<u>Lesson Initiation</u>. Show a video of choice on manners or social etiquette. Tell the students to identify any stereotyping or gender bias portrayed. Discuss the students' findings and ask them to defend their opinions. Present the Essential Questions and allow the students to modify as needed. State that this lesson will help the students to find the answers to these issues. <u>Lecturette</u>. Present a brief overview on the purpose of etiquette and manners in society. Use Supplement 1: "Etiquette Today" for support materials. Show the students an assortment of etiquette references, and demonstrate how to use them. <u>Class Discussion</u>. Using effective questioning techniques, ask the following questions. *Why are manners and etiquette important?* *Are traditional etiquette rules still appropriate in today's liberated society? Why or why not?* *How can one react to discriminatory behavior without becoming rude and offensive?* *How does one recognize stereotyping and gender bias in traditional socially acceptable situations?* *What effect does gender equity have on one's expected role as a male or as a female?*

Gender Equity
LESSON 7

CONTENT	LEARNING EXPERIENCES
	Integrated Activity. Use "Presenting Your Point of View," Applied Communications Module 9, and/or team with an English/applied communications class to study appropriate responses for equity confrontations. Show videos "Presenting Your Point of View: An Introduction" and "Presenting Your Point of View Effectively," Applied Communications, Instructor's Kit, Module 9. Instruct the students to complete Lesson 3, "Planning a Persuasive Message," Applied Communications, Worktext, Module 9. Role Play. Distribute a deck of playing cards and instruct each student to write his or her name on the face of a card. Collect the cards and arrange the deck face down. Select students to role play etiquette/equitable case studies by drawing from the deck of cards. Use Supplement 2, "Role Play" for the case studies. Return the cards to the deck and shuffle before drawing for the next case study. Continue until all case studies are used. Using the card drawing selection process, select other students to critique the etiquette and the equity that was portrayed in each case study. Critical Thinking/Cooperative Learning. Randomly assign the students to groups of 3-5 by distributing fruit flavored candy. Group students together by candy flavors. Instruct each group to develop an equitable quote pertaining to a specific stereotypical social courtesy. (ex. "Ladies first shouldn't apply when going through the door if gender doesn't apply when at work on the floor.") Provide an assortment of etiquette references and/or arrange for students to locate references in school library.

CONTENT	LEARNING EXPERIENCES
	Use "Kentucky Holistic Scoring Rubric" or lead the students in developing a customized rubric for assessing the events. Require the students to **write** the quote on poster paper and mount them on the classroom wall. Note: Quotes may be used for public service messages conducted in the Culminating Performance or displayed in school halls. Portfolio Assignment. Instruct the students to **write** a short play which pertains to a etiquette/equity situation. The script must reflect appropriate responses. Use guidelines in Kentucky Writing Portfolio Teacher's Handbook and allow the students to submit the writing for possible inclusion in their portfolios. Lesson Closure. Review the equitable quotes designed and displayed in the Critical Thinking/Cooperative Learning Activity. Call on students at random to read and explain the quotes. Assessment. Use "Kentucky Writing Assessment Holistic Scoring Guide", Kentucky Writing Portfolio Teacher's Handbook, as a rubric for assessing the Portfolio Writing Assignment. The "Kentucky Holistic Scoring Rubric" or student customized rubric may be used for assessing the Critical Thinking/Cooperative Learning Activity. Use the evaluation forms provided in the Instructor's Guide of "Presenting Your Point of View," Applied Communications, Module 9 for evaluating the Integrated Activity. Mastery of the Academic Expectation will be demonstrated by the Culminating Project and the Performance Assessment.

Gender Equity
LESSON 7

Supplement 1: Etiquette Today

Directions to the teacher. The following information is provided as support materials to be used in the Lecturette.

Basic Etiquette Philosophy. Etiquette is a custom of expected behavior within a culture. Manners refer to an acceptable way of interacting with others. Etiquette rules are designed to make situations more pleasant for others and oneself. They are based on consideration for others; and practicing them enhances one as an individual, a family member and as a worker.

Three primary rules stated below provide a good rule of thumb when unsure of the expected protocol and are applicable to all social settings.

Rule one: Do not draw attention to yourself.
Rule two: Do not interfere with the comfort of others.
Rule three: Follow the lead of the host or hostess.

Etiquette versus Equity. Some variations exist in rules of etiquette among different cultures and customs are usually deep rooted. Unless the custom is degrading to one as a person and/or as a male or as a female, one should adapt to the given custom. Remember the cliche, "When in Rome, do as the Romans do."

As society changes and females have become more liberated, some of the traditional customs are being examined for stereotyping and gender bias. (Ex. Wedding custom for the father to give the bride to the groom as in property.) In today's society, men and women are questioning practices in which the protocol for accepted behavior is no longer appropriate. One must be alert to such practices and act in a manner which neither offends nor degrades anyone.

Consideration for others includes avoiding situations which might prove embarassing for others. It is better to avoid drawing attention to an issue and risk embarrassing others if the situation does not place one at a disadvantage. Prevention is often easier than apologies; anticipating consequences of an action may help to avoid embarrassment for all concerned. (Ex. A female offering a firm handshake is an equitable greeting especially if it includes eye contact. This eliminates the awkwardness for a male who is unsure of an appropriate greeting.) Overreacting to an inappropriate action may be more damaging than the intend of the action. Courtesy and consideration for others still remain in vogue.

Equity Confrontation. When one is discriminated against, degraded and or placed in a disadvantageous position, a private confrontation may be necessary; public confrontations are to be avoided. One should use I-messages in stating the problem in a nonthreatening, calm manner, avoid accusations and use conflict resolution skills.

Supplement 2: Role Play

Directions. Cut apart the following case studies for the students to use for role playing. Read each situation to the class before drawing the cards to determine the participants. Allow the students 30 seconds to make appropriate responses and/or demonstrate behaviors that are both equitable and courteous.

1. A male and a female are introduced to each other.

2. A waiter/waitress asks about separate tickets at a business luncheon for Mr. Smith, Ms. Tia, Ms. Sleighter and Mr. Borke.

3. A man and a woman enter a meeting room and only one seat is vacant.

4. A civic club which has male and female members elects a secretary and a president.

5. A church social committee assigns persons to prepare food and to set up tables and chairs. Both men and women attend the church socials.

6. Your teacher asks some students to carry some heavy boxes and other students to type reports. Both males and females are in the class.

7. A grandparent is asked to plan summer activities for a visiting grandson and granddaughter. Summer camp choices are limited to basketball and ballet.

8. A builder discusses house plans with a couple but directs all of the financial questions to the husband and the decorating concerns to the wife.

9. You are at a party and a dear friend tells a sexist joke.

Gender Equity
LESSON 7

Performance Assessment Facilitator Information Sheet

Grade Level: 9-12

Task Title: **Comparison of Traditional Social Customs and Gender Equity**

Number of Students: 2-4

Task Overview: Students will review traditional social customs for gender equity using appropriate references. Each student should record the requested information on his/her Data Sheet. Individually, students will suggest alternative behavior that remains courteous yet equitable.

Materials: Social Etiquette Reference(s)
Data Sheets (1 per student)
Response Forms (1 per student)

Other Information:

After 20 minutes has elapsed, please separate the members of the group and instruct them to complete their task on their own.

Performance Assessment Student Instruction/Response Form

TASK: SS217 Comparison of Traditional Social Customs and Gender Equity

Grade 9-12 **Number of Students: 2-4**

Student Name: _____

General Group Instructions:

You will have up to 20 minutes to complete the group work for this task.

You have been provided reference(s) on social etiquette from which you are to review traditional etiquette practices for gender equity. Each student should record the requested information on his/her Data Sheet.

Individual Work: When your group has completed reviewing traditional etiquette practices, someone from your group should notify your teacher. Then you may open this Response Form and answer the questions by yourself. Do not work as a group to complete the Response Form.

Return all materials along with your Response Form to your teacher when you have finished.

SS217: Comparison of Traditional Social Customs and Gender Equity

EACH MEMBER OF THE GROUP MUST COMPLETE ONE COPY OF THIS DATA SHEET.

NAME: _____

SCHOOL: _____

DATA SHEET

Directions. Identify the traditional male and female behaviors for each of the social settings listed below using etiquette references provided by your teacher. Analyze each situation and determine if it is discriminatory against gender. Justify your reason.

I. Dining
   A. Who pays? _____

   _____

   B. Who gives the order to the waiter/waitress? _____

   _____

   C. Who is seated first? _____

   _____

   D. Are these practices discriminatory? (Y N)
   Justify your answer. _____

   _____

   _____

   _____

II. Introductions
   A. Who is introduced first? _____

   _____

   B. What titles should be used? _____

   _____

   C. Are these practices discriminatory? (Y N)
   Justify your answer. _____

   _____

   _____

III. Entering/Leaving a Room

A. Who opens the doors? _____

_____

B. Who leads/follows when going up/down stairs? _____

_____

C. Are these practices discriminatory? (Y N)
Justify your answer. _____

_____

_____

_____

_____

IV. Wedding Customs

A. Are the vows for the bride and the groom (same or different)?
Explain. _____

_____

B. What images of males and females are projected in the clothing attire? _____

_____

C. Are the roles of the bride and groom during the wedding ceremony the (same or different)? _____

_____

D. Are any of these practices discriminatory? (Y N)
Justify your answer. _____

_____

_____

_____

Comparison of Traditional Social Customs and Gender Equity

Each member of the group must work individually and complete this response form.

NAME: _____

Design etiquette practicesin the following situations that are gender equitable. Explain how these practices ensure gender equity.

Dining: _____

_____

_____

_____

_____

Introductions: _____

_____

_____

_____

_____

Entering/Leaving a Room: _____

_____

_____

_____

Planning/Conducting Weddings: _____

_____

_____

_____

_____

SCORING GUIDE

Performance Assessment: Comparison of Traditional Social Customs and Gender Equity

GROUP WORK

SCORE	DESCRIPTION
4	An in-depth understanding of the relationship between traditional etiquette practices and gender equity was thoroughly demonstrated. Justifications were descriptive and thoroughly explained in detail.
3	Responses were accurate and justifications reflected comprehensive understanding of the relationship between traditional etiquette practices and gender equity.
2	Responses are brief, generic in nature, and lack supportive justifications.
1	Students report incomplete information, and minimal understanding is demonstrated.
0	No response. Irrelevant and incorrect information reported.

INDIVIDUAL WORK

SCORE	DESCRIPTION
4	Insightful designs of etiquette practices clearly communicate an in-depth understanding of the relationship between etiquette and gender equity. Alternative etiquette practices provide consideration for others in a gender equitable setting. Detailed explanations are used as supporting factors.
3	Designs of etiquette practices reflect a comprehensive analysis of the relationship between etiquette and gender equity. Broad generalities are used to support the designs.
2	Writing lacks depth of understanding and includes few supporting factors.
1	Writing is incomplete and shows minimal understanding.
0	No response. Irrelevant and incorrect information reported.

Gender Equity
LESSON 8

Myths and Subconscious Behaviors that Promote Sexism

ESSENTIAL QUESTIONS: **How do myths and subconscious behaviors promote sexism?**

1. Why are myths believable?
2. How can subconscious behaviors be changed?
3. In what ways is sexism detrimental to an individual?

KERA GOAL: **Core Concepts and Principles: Social Studies**

ACADEMIC EXPECTATION: **Students observe, analyze, and interpret human behaviors to acquire a better understanding of self, others, and human relationships.**

CULMINATING PERFORMANCE: Produce a gender equity theme song that dispels myths and subconscious behaviors which promote sexism.

STUDENT ORGANIZATION PROJECT: Sponsor a poster contest on "Eliminating Myths and Subconscious Behaviors that Promote Sexism."

LESSON OUTCOMES: Discuss the relationship among sexism and myths and subconscious behaviors.
Collect, analyze and interpret data regarding gender myths.
Design lyrics for a song regarding ways that myths and subconscious behaviors promote sexism.
Evaluate the validity of research regarding myths.

SUGGESTED RESOURCES: Kentucky Department of Education, Kentucky Mathematics Portfolio Teacher's Guide.
CORD, "Dealing With Data," Applied Mathematics Unit 5, Teachers' Guide, Video, Student Worktext.
Kentucky Holistic Scoring Rubric
Music theory class/music teacher
Supplement 1: "Concept Map"
Supplement 2: "Fact or Opinion"
Supplement 3: "Lyrics"
Performance Assessment: "Data Analysis"

Gender Equity
LESSON 8

CONTENT	LEARNING EXPERIENCES
Sexism Myths Subconscious behaviors	Lesson Initiation. Read the following riddle to the students and ask them to guess what it is. *"You think I am true, but I'm not.* *I sound believable and say a lot.* *Everyone hears me with their ears.* *As I am often told for many years."* (Answer: Myth) Define myth as a false belief and cite some familiar myths. (The earth was flat prior to the Columbus discovery.) Discuss myths regarding gender as "Working mothers cause juvenile delinquency." Introduce the Essential Questions and allow the students to modify them as needed. State that they will studying myths and subconscious behaviors which promote sexism. Lecturette. Using a transparency made from Supplement 1: "Concept Map," explain to the students the relationship between sexism, myths and subconscious behaviors. State that many people do not intend to be discriminatory or unfair but are simply unaware of their gender biased behaviors. Ask the students to brainstorm ideas and examples to complete the concept map. Provide positive reinforcement after each response. Integrated Activity. Challenge the students to prove or disprove a belief regarding gender equity as "Boys are better in math than girls." Ask the students to brainstorm for additional sexist beliefs. Team with an applied math class and/or use "Dealing With Data," Applied Mathematics Unit 5, to guide the students in collecting and interpreting data. Show the accompanying video "Dealing with Data" and assign the students to **read** in the student text "Dealing With Data," Applied Mathematics Unit 5, pp. 3-18.

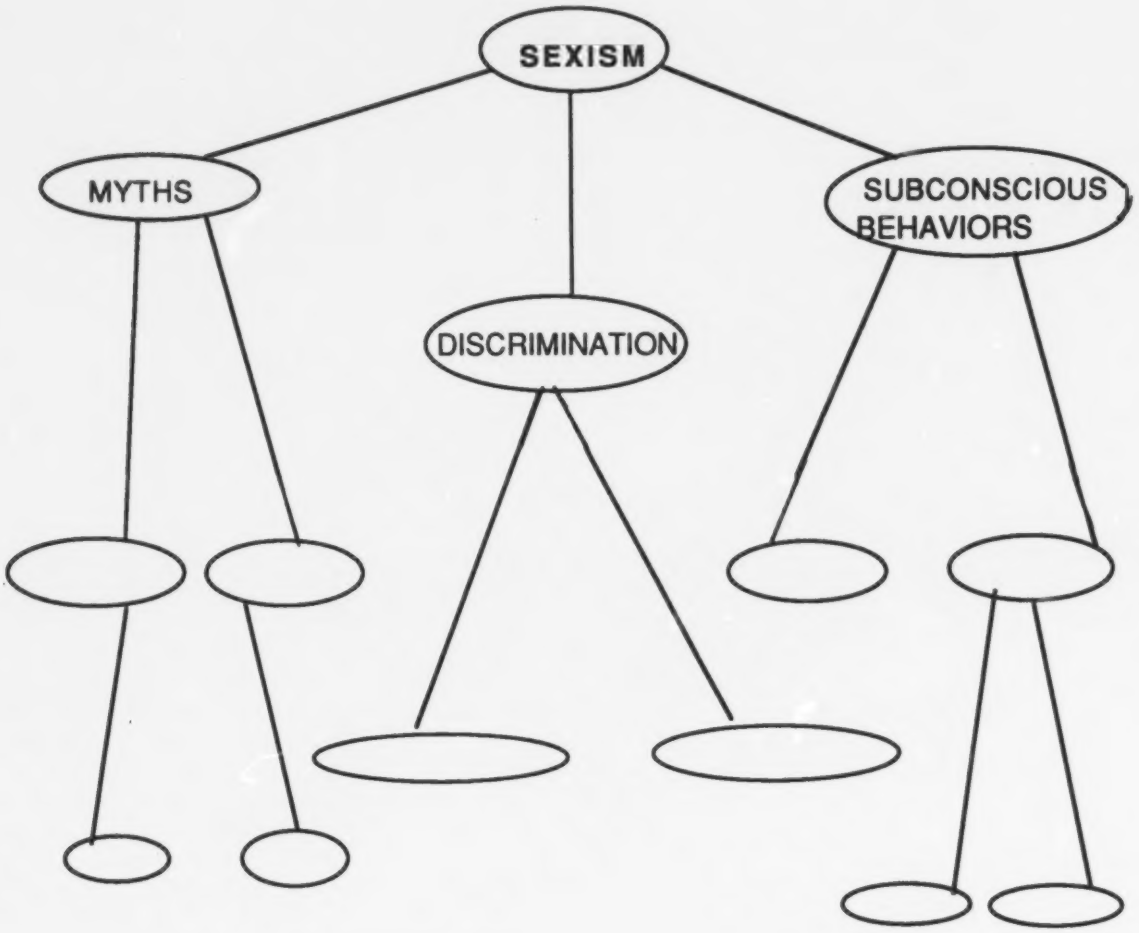
CONTENT	LEARNING EXPERIENCES
	Randomly assign students to teams of 3-5 by grouping them alphabetically according to their first names. Allow each group to select a belief regarding gender. Lead the students in identifying and collecting available data to prove or disprove their selected gender equity belief. (ex. math grades of males and females, number of males and females in advanced math courses, teacher interviews, etc.) Critical Thinking. Using the data collected in the Integrated Activity, instruct each team to analyze and interpret their data and draw conclusions. Assign each group to prepare and present their findings to the class. Allow the other teams to evaluate the validity of each team's research using Supplement 2: "Fact or Opinion." Summarize findings and review the importance of dispelling myths that are damaging and limit one's opportunities in life. Portfolio Assignment. The Integrated Activity and Critical Thinking experiences may be appropriate for inclusion in the student's math portfolio as a "Group Product." Use Kentucky Mathematics Portfolio Teacher's Guide as a reference. Cooperative Learning. Using previously assigned groups, instruct each group to **write** the lyrics for a song. Require the lyrics to reflect ways that myths and unsubstantiated beliefs promote sexism. Distribute Supplement 3: "Lyrics" and review the guidelines. Ask students in a music theory class, student musicians in class, and/or a music teacher to informally compose melodies for the song lyrics. Invite the musicians to provide an impromptu presentation of the lyrics using voice, guitar, and/or keyboard, etc.

CONTENT	LEARNING EXPERIENCES
	Lesson Closure. Review the Essential Questions and call on students at random to discuss them. Summarize their conclusions and write them on the chalkboard. Guide the students in selecting a gender equity theme song from the Cooperative Learning Activity. Record the song and arrange for students to complete the Culminating Performance. Assessment. Use the "Kentucky Mathematics Portfolio Holistic Scoring Guide," Kentucky Mathematics Portfolio Teacher's Guide, as a rubric for assessing the Portfolio Assignment. Supplement 2: "Fact or Opinion" will be used by the teacher to evaluate the mastery of critical thinking skills. Supplement 2: "Fact or Opinion" will be used by the students to evaluate the validity of research conducted in the Integrated Activity. The achievement of the Academic Expectation will be demonstrated by the Culminating Performance and the Performance Assessment.

Gender Equity
LESSON 8

Supplement 1: Concept Map

Directions. Complete the concept map by placing broad, general concepts at the top and more specific concepts below.



Supplement 2: Fact or Opinion

Directions. Research is only as valuable as the validity of its data. Using the criteria below evaluate the validity of the data and analysis of findings presented by the other teams.

1. Each team member should independently assess the other teams' research data and analyses.
2. Team members should compare ratings and reach a team consensus.
3. Teams which do not achieve a rating of 2 or above should review their data and analysis and report back to the class.

3	Data was collected from documented sources. Data is relevant to the issue, accurate and current. Target population is accurate representation. Analysis is clearly supported by the data. Analysis considers related factors. Analysis is not based on opinions.
2	Some documentation of data is used. Data is more than five years old. Data was not accurate representation of target population. Analysis is supported by some data and related factors. Analysis is partially based on opinions.
1	No documentation of data is used. Data does not reflect conclusive facts. Analysis did not include related factors. Analysis is totally based on opinions.

Supplement 3: Lyrics

Directions. You have just signed a contract with a recording company to write the lyrics for a theme song about ways that myths and subconscious behaviors promote sexism. Follow the guidelines below.

1. Lyrics may be written for any style of music and for any age.
2. Evaluation will be on the content of the message.
3. Lyrics must clearly speak to the damaging effects of myths and subconscious behaviors that promote sexism.
4. Rhyming is not important but the wording needs cohesiveness.
5. Lyrics should be two verses in length or longer.
6. You may compose your own melody to accompany your lyrics, or a musician will provide music for you.
7. Be prepared for your lyrics to be performed in class.
8. Wording needs to be repetitious, catchy and/or easy to remember.
9. Lyrics should be written as a theme song regarding gender equity.
10. Lyrics must be free of discrimination and stereotyping.

Performance Assessment Facilitator Information Sheet

Grade Level: 9-12

Task Title: Data Analysis

Number of Students: 2-4

Task Overview: Students will analyze, interpret, and chart data using "School Records." Each student should chart the requested information with a bar graph on his/her Data Sheet. Individually, students will draw conclusions and predict trends in male and female achievements.

Materials: "School Records"
Data Sheets (1 per student)
Response Forms (1 per student)

Other Information:

After 20 minutes has elapsed, please separate the members of the group and instruct them to complete their task on their own.

Performance Assessment Student Instruction/Response Form

TASK: SS221 Data Analysis

Grade: 9-12 **Number of Students: 2-4**

Student Name: _____

General Group Instructions:

You will have up to 20 minutes to complete the group work for this task.

You have been provided a copy of "School Records" which includes data on achievements of male and females in school. As a group, you are to analyze, interpret, and chart the data on a bar graph. Each student should graph the data on his/her Data Sheet.

Individual Work: When your group has completed analyzing, interpreting, and charting the data, someone from your group should notify your teacher. Then you may open this Response Form and answer the questions by yourself. Do not work as a group to complete the Response Form.

Return all materials along with your Response Form to your teacher when you have finished.

EACH MEMBER OF THE GROUP MUST COMPLETE ONE COPY OF THIS DATA SHEET.

NAME: _____

SCHOOL: _____

DATA SHEET

Directions. Chart the data interpreted from "School Records" on a bar graph comparing the achievements of males to females.

SCHOOL RECORDS

City County High School

	Males	Females
Enrollment	200	300
Dropouts	002	005
3.5+ GPA	050	075

Class Enrollment

Calculus	015	010
Physics	020	005
Adv. Chemistry	015	010
Adv. Placement	040	045
Communications	010	020
Shop	024	002
Nursing	002	022
Business	010	075
Child Development	008	015

KIRIS Scores

	Grade 8		Grade 12	
	Males	Females	Males	Females
Math				
Novice	040	040	023	028
Apprentice	020	015	017	020
Proficient	010	015	025	020
Distinguished	002	005	010	007
Science				
Novice	035	040	025	030
Apprentice	015	020	015	030
Proficient	020	012	025	010
Distinguished	005	003	010	005
Writing				
Novice	030	028	025	015
Apprentice	020	015	022	012
Proficient	020	025	013	030
Distinguished	005	007	015	018

Data Analysis

Each member of the group must work individually and complete this response form.

NAME: _____

Using the data analysis and interpretation from your group work, draw conclusions and predict the achievements of male and female graduates from City County High School.

Transition Predictions

% College Graduates: Males_____Females ____

Reason:_____

_____

_____

% Employed in Nontraditional Occupations:Males_____Females ____

Reason:_____

_____

_____

% Unemployed Males_____Females ____
Reason:_____

_____

_____

The Chronicle of Higher Education (June 15, 1994) reports that 59% of all undergraduate students are now women and that women are more likely than men to seek all major types of advanced degrees - master's, doctorates, medical and law degrees.

Do City County High School graduates support this data? (Yes No)

Reason:_____

_____

_____

SCORING GUIDE

Performance Assessment: Data Analysis

GROUP WORK

SCORE	DESCRIPTION
4	Bar graph conclusively and accurately reflects a correlation between student achievements of males and females and the types of courses in which they are enrolled. Interpretation of KIRIS data correctly parallels the changes in scores for males and females from eighth to twelfth grades.
3	Bar graph accurately records the differences between male and female achievements in school and compares them with KIRIS scores and course selections.
2	Student achievement of males and females is charted on a bar graph but is inconclusive and lacks supportive justifications.
1	Incomplete information and minimal understanding demonstrated.
0	No response. Irrelevant and incorrect information reported.

INDIVIDUAL WORK

SCORE	DESCRIPTION
4	Conclusive predictions are thoroughly supported by specific data including KIRIS scores, course selections and GPA's. Conclusions are based on multiple sources, and reasons are explicitly explained.
3	Conclusions and predictions are supported by data derived from group work, and reasons are justified. Broad generalities are used as supporting factors.
2	Conclusions are unclear, and few supporting factors are used to justify predictions.
1	Conclusions and predictions are incomplete and show minimal understanding.
0	No response. Irrelevant and incorrect information reported.

Gender Equity
LESSON 9

Providing an Equitable Environment for the Next Generation

ESSENTIAL QUESTIONS: **How do children learn stereotypical gender behaviors?**

1. What effect do role models have on children's images of acceptable maleness and femaleness?
2. How can children's play and toys be gender fair?
3. How do adult attitudes affect a child's gender image?

KERA GOAL: **Core Concepts and Principles: Practical Living**

ACADEMIC EXPECTATION: **Students demonstrate effective individual and family life skills.**

CULMINATING PERFORMANCE: Present a multimedia presentation on "How Stereotyping Affects Children."

STUDENT ORGANIZATION PROJECT: Prepare a booklet on gender fair activities for children and distribute to preschool workers.

LESSON OUTCOMES:
Discuss gender fairness for children.
Plan physical activities for children that are gender fair.
Observe and analyze children's interactions with adults.
Select gender equitable toys/play equipment for children.

SUGGESTED RESOURCES:
Kentucky Department of Education, Kentucky Writing Portfolio Teacher's Handbook.
Kentucky Department of Education, Transformations: Kentucky's Curriculum Framework.
Toy catalogues
Baby doll wrapped in a white blanket
Physical education teacher
Resource Speaker
References on children's games
Field trip
Supplement 1: "Children's Games"
Supplement 2: "Interactions of Children"
Performance Assessment: "Planning Children's Activities"

Gender Equity
LESSON 9

CONTENT	LEARNING EXPERIENCES
Gender fair games/physical activities Stereotypical toys/play equipment	Lesson Initiation. Display a neuter doll wrapped in a white blanket and introduce the baby as "J.J." State that boy babies are often cared for differently from girl babies, beginning at birth. Demonstrate how adults tend to treat baby girls more delicately and are how they are more likely to rough-house with baby boys. Ask: *"What effect do you think this has on the child's development?"* Introduce the Essential Questions and allow the students to make modifications as needed. Resource Speaker. Ask a physical education teacher or a community recreation leader to discuss safety practices and game rules in children's sports. Request that they distinguish between rules for girls and rules for boys and to explain the reasons for the differences. and/or Invite a person who played a sport nontraditional to his/her gender as a child. Ask him/her to discuss the barriers he/she had to overcome due to discrimination and gender bias. Integrated Activity. Team with a physical education class and assign students to groups of 3-5, integrating the two classes. Instruct the students to plan a competitive physical activity including game rules. The activity must be gender fair yet still ensure safety for the children. Review guidelines in Supplement 1: "Children's Games" and provide an assortment of references on children's games. Compile the gender fair games into a booklet and distribute to local day care centers or preschool programs.

CONTENT	LEARNING EXPERIENCES
	Critical Thinking/Field Trip. Visit a local day care center or preschool program to observe the interactions among the children and between the adult leaders and the children and/or Assign the students to observe children's interactions with other children and children's interactions with adults. Distribute Supplement 2: "Interactions of Children" and require the students to record their observations and formulate conclusions. Call on students at random to report their findings and conclusions. Use "Questioning" and "Wait Time," Transformations: Kentucky's Curriculum Framework, Vol. II. p. 122, for effective questioning techniques. Cooperative Learning. Randomly assign the students to groups of 3-5. Tell them that they have been asked by the school board to select ten toys/play equipment for a new preschool program. Enrollment data reflects that twenty boys and five girls have enrolled. Distribute toy catalogues and/or instruct the students to visit local toy departments to aid in making selections. Require each group to prioritize their selections and justify their choices. Tally student selections and rank them on the chalkboard. Ask the students to check for traditional boy and girl toys selected. Discuss the importance of gender equitable toys.

CONTENT	LEARNING EXPERIENCES
	Portfolio Assignment. Instruct the students to complete a writing regarding gender fairness in play and play equipment for children. Follow guidelines in "Clarification of Purposes," Kentucky Writing Portfolio Teacher's Handbook, p. 8, to ensure the writing is appropriate for inclusion in the students' portfolios. Lesson Closure. Review the Essential Questions and call on students at random for responses. Toss a yarn ball to determine which student is selected for his/her input. Ask the students for ways to provide a gender equitable environment for the next generation. List each student's response on the chalkboard and toss the yarn ball to another student. Continue until every student has responded and/or all ideas are exhausted. Summarize their responses into two to three generalizations. Assessment. Use the "Kentucky Writing Assessment Holistic Scoring Guide," Kentucky Writing Portfolio Teacher's Handbook, as a rubric for assessing the Portfolio Writing Assignment. The Cooperative Learning will be assessed according to justification of the toys/play equipment selected and balance of traditional "boy's" and "girl's" toys. The Critical Thinking activity will be assessed according to the student's conclusions of the observations. The Integrated Activity will be evaluated according the completeness and accuracy of the guidelines specified in Supplement 1: "Children's Games." The Academic Expectation will be demonstrated by the Culminating Performance and the Performance Assessment.

Supplement 1: Children's Games

Directions to the student. Plan a competitive physical activity for children including game rules that are gender fair yet still ensure safety. Follow the guidelines below.

1. Review references regarding children's games and check for gender fairness. Consider the uniforms/clothing required and determine if the required equipment hinders performance (ex. dress vs. jeans).

2. Do not assign teams by gender.

3. Describe ways that gender equity is ensured in the game rules.

4. Explain why any changes were needed.

5. Prepare appropriate, clear written instructions for inclusion in a booklet on gender fair games for children.

Supplement 2: Interactions of Children

Directions. Observe children in a day care center, preschool program and/or a public setting. Record the interactions among the children and between the adults and the children. Notice level of energy exhibited, consideration for others, attention span, large and small motor development. Study at least 4-5 different children, including both males and females.

Study your findings and determine if the girls and boys were treated differently or interacted differently. Formulate your conclusions and write them on the back of this form.

Child's name (if known)	Gender	Interactions/Observations

Performance Assessment Facilitator Information Sheet

Grade Level: 9-12

Task Title: **Planning Children's Activities**

Number of Students: 2-4

Task Overview: As a group, students will discuss ways children learn traditional sex roles and will identify traditional personality traits of males and females using "Personality Traits." Students will determine ways the traditional sex roles are learned and record examples of these methods on their Data Sheets. Each student should complete the information requested on his/her Data Sheet. Individually, students will plan activities that promote equitable personality traits.

Materials: "Personality Traits"
Data Sheets (1 per student)
Response Forms (1 per student)

Other Information:

After 20 minutes has elapsed, please separate the members of the group and instruct them to complete their task on their own.

Performance Assessment Student Instruction/Response Form

TASK: PL229 Planning Children's Activities

Grade: 9-12 **Number of Students: 2-4**

Student Name: _____

General Group Instructions:

You will have up to 20 minutes to complete the group work for this task.

You have been provided a copy of "Personality Traits" with which your group is to code each trait (male/female or neutral) according to traditional gender roles. As a group, you are to discuss and determine ways sex roles are learned and record examples on your Data Sheet. Each student should record this information on his/her Data Sheet.

Individual Work: When your group has completed discussing, determining, and recording ways children learn traditional sex roles, someone from your group should notify your teacher. Then you may open this Response Form and answer the questions by yourself. Do not work as a group to complete the Response Form.

Return all materials along with your Response Form to your teacher when you have finished.

EACH MEMBER OF THE GROUP MUST COMPLETE ONE COPY OF THIS DATA SHEET.

NAME: _____

SCHOOL: _____

DATA SHEET

Directions. Select two personality traits that are traditionally male and two that are traditionally female from your copy of "Personality Traits." Record examples of ways that children learn these traits before the age of three. List two examples under each trait.

Female Personality Trait: _____

Examples of ways trait is learned:

1. _____

2. _____

Female Personality Trait: _____

Examples of ways trait is learned:

1. _____

2. _____

Male Personality Trait: _____

Examples of ways trait is learned:

1. _____

2. _____

Male Personality Trait: _____

Examples of ways trait is learned:

1. _____

2. _____

Personality Traits

Directions: Code the following list of personality traits according to traditional gender roles. Mark a "F" if the trait is traditional for females, "M" if the trait is traditional for males, and "N" if it is a neutral trait.

___ Adventurous

___ Aggressive

___ Ambitious

___ Assertive

___ Attractive Appearance

___ Cautious

___ Compassionate

___ Competitive

___ Dominant

___ Dreaming

___ Emotional

___ Independent

___ Leading

___ Objective

___ Passive

___ Personable

___ Problem Solving

___ Quiet

___ Sensitive

___ Reflective

___ Submissive

___ Tactful

___ Talkative

Planning Children's Games

Each member of the group must work individually and complete this response form.

NAME: _____

Select two personality traits desirable for both females and males from the "Personality Traits" list. Plan two gender fair activities for each trait selected that will foster the development of that trait in any child (male or female).

Personality Trait #1: _____

Activity 1: _____

_____

_____

Activity 2: _____

_____

_____

Personality Trait #2: _____

Activity 1: _____

_____

_____

Activity 2: _____

_____

_____

SCORING GUIDE

Performance Assessment: Planning Children's Activities

GROUP WORK

SCORE	DESCRIPTION
4	(Does not apply.)
3	Examples of methods of learned personality traits are concrete, accurate and complete with details. Correlation between learned trait and examples is clear.
2	Examples of methods of learned personality traits are generic in nature, inconclusive and lack supportive details.
1	Incomplete information and minimal understanding demonstrated.
0	No response. Irrelevant and incorrect information reported.

INDIVIDUAL WORK

SCORE	DESCRIPTION
4	(Does not apply.)
3	Activities planned are accurate, appropriate, and gender equitable. Correlation between personality traits selected and example is clear and detailed.
2	Activities planned are accurate but are generic in nature and lack supportive details.
1	Incomplete information and minimal understanding demonstrated.
0	No response. Irrelevant and incorrect information reported.

Gender Equity
LESSON 10

Gender Equitable Standards of Behavior

ESSENTIAL QUESTIONS: Why do double standards exist?

1. How are expected standards of behavior for females different from those for males?
2. Why is it important to establish gender equitable standards of behavior?
3. How can standards of behavior become more equitable for males and females?

KERA GOAL: Core Concepts and Principles: Practical Living

ACADEMIC EXPECTATION: Students demonstrate individual and family life skills.

CULMINATING PERFORMANCE: Illustrate gender equitable standards of behavior for males and females for the school newspaper.

STUDENT ORGANIZATION PROJECT: Review and revise club policies and procedures for equitable standards of behavior expected of males and females.

LESSON OUTCOMES:
Discuss double standards of behavior for males and females.
Predict the effects of double standards on individuals.
Research expected standards of behavior of males and females in various cultures.
Investigate expected standards of behavior for males and females in the local community.
Design a gender equitable code of ethics for one's home, school, and/or workplace.

SUGGESTED RESOURCES:
Kentucky Department of Education, Kentucky Writing Portfolio Teacher's Handbook.
Kentucky Department of Education, Transformations: Kentucky's Curriculum Framework.
English teacher/class
Geography teacher/class
Resource Speaker
Supplement 1: "Who Did It?"
Performance Assessment: "Evaluating Equitable Standards of Behavior"

CONTENT	LEARNING EXPERIENCES
Double standards Criminal offenses of males and females Expected standards of behavior in various cultures	Lesson Initiation. Simulate an environment in which double standards exist by conducting the following activities for five to ten minutes. Arrange for all of the male students to sit in the front of the classroom and all females in the back. Harshly reprimand the males for any infractions but gently remind the females. Distribute Supplement 1: "Who Did It?" and instruct the students to complete it while still arranged in the segregated setting.
Gender equitable code of ethics	Class Discussion. Ask the male students to explain their feelings regarding the unfair treatment. Review the students' responses to Supplement 1, "Who Did It?" Discuss unfair stereotypical standards of behavior for males and for females. Using effective questioning techniques, call on all students at random and ask the following questions. *Have you ever been unfairly disciplined because of your gender? Explain.* *Give a reason parents may have diferent curfews for their sons and daughters? Is this justified? Why or why not?* *How can females prepare for self defense and not be vulnerable for assault?* *Give a reason why males may be disciplined more harshly than females. Is this equitable? Why or why not?* Introduce the Essential Questions and allow the students to modify them as desired. State that this lesson will explore ways to provide equitable standards of behavior for males and females.

CONTENT	LEARNING EXPERIENCES
	Resource Person. Invite a law officer to speak the class about criminal offenses by males and females. Ask him/her to report the number and type of offenses investigated for a given time period, by gender. Allow the students to ask informative questions regarding the procedures for handling the alleged criminal offenses. Integrated Activity. Team with a geography and/or an English class to study expected standards of behavior of males and females in other cultures. Invite a geography teacher and/or a person from a different culture to speak to the classes. Ask them to explain differences in expected behaviors of males and females in other cultures. Instruct the students to prepare a research paper regarding standards of behavior of males and females in other cultures. Allow them to customize the topic into more specific titles. Ask an English teacher to review proper procedures for the research paper. Arrange for the students to use the school library and/or provide an assortment of references. Portfolio Assignment. Tell the students to **write** a short story about a person involved in a situation in which there are not equitable standards of behavior for males and females. Encourage them to incorporate ideas obtained from their research paper prepared in the Integrated Activity. Review portfolio standards using Kentucky Writing Portfolio Teacher's Handbook.

CONTENT	LEARNING EXPERIENCES
	Critical Thinking/Cooperative Learning. Assign students to groups of 3-5 according to their birthdays. Instruct each group to develop a questionaire which would identify opinions regarding gender equitable standards of behavior. Explain the procedures to the students using "Inquiry/Investigation/Experimentation," Transformations: Kentucky's Curriculum Framework, p. 121. Require each group to target a population (parents, students, teachers, school administrators, lawyers, clergy, etc.) and administer their questionnaire. Instruct each group to present their findings to the class before drawing conclusions. Tell them to take detailed notes from the other group reports. Independent Work. Require the students to individually analyze the information gained from the Critical Thinking activity. Instruct them to design a gender equitable code of ethics for their home, school, and/or workplace. Instruct each student to **write** his/her code of ethics in the form of an ordinance and post it in the classroom. Ask each student to explain his/her ordinance to the class. Lesson Closure. Ask student volunteers to read their short stories completed in the Portfolio Assignment. Review the Essential Questions and call on students at random for responses. Assessment. The "Kentucky Writing Assessment Holistic Scoring Guide," Kentucky Writing Portfolio Teacher's Handbook, will be used to assess the Portfolio Writing Assignment.

CONTENT	LEARNING EXPERIENCES
	The research paper prepared in the Integrated Activity will be evaluated for content as well as accomplishment of standards and criteria used in research. The Culminating Performance and the Performance Assessment will demonstrate the achievement of the Academic Expectation. Critical Thinking skills will be determined by the The Kentucky Holistic Scoring Rubric.

Gender Equity
LESSON 10

Supplement 1: Who Did It?

Directions. Read the following situations and answer the question that follows each. You may ask no questions and make no comments. Follow your teacher's instructions closely.

1. Children were playing during their gym class at school when suddenly, Ben and Beth began fighting. The teacher punished one child for hitting and comforted the other one who was crying.

Which child was punished and which one was comforted? Why? _____

_____

_____

2. A teenage couple dating were late arriving home from the movies. One's parents were furious and grounded the teen. The other one's parents questioned the tardiness and requested that it not happen again.

Which parents were the girl's and which ones were the boy's? Why?

_____

_____

3. Stu and Sally were racing motorcycles when a police officer stopped one of them and issued a speeding ticket.

Which one was stopped? Why? _____

_____

_____

4. The school was concerned about sexual promiscuity but did not want to talk to the males and females together. They had an assembly on teen pregnancy and one on contraceptives.

Which group was invited to the assembly on teen pregnancy and which group was told about contraceptives? Why? _____

_____

_____

Gender Equity
LESSON 10

Performance Assessment Facilitator Information Sheet

Grade Level: 9-12

Task Title: **Evaluating Equitable Standards of Behavior**

Number of Students: 2-4

Task Overview: As a group, students will review the case studies provided and discuss standards of behavior for males and compare them to those of females. Each student should complete the information requested on his/her Data Sheet. Individually, students will design a questionnaire for analyzing attitudes and opinions on "Personal Rights and Responsibilities of Family Members."

Materials: "Case Studies"
Data Sheets (1 per student)
Response Forms (1 per student)

Other Information:

After 20 minutes has elapsed, please separate the members of the group and instruct them to complete their task on their own.

Performance Assessment Student Instruction/Response Form

TASK: PL229 Evaluating Equitable Standards of Behavior

Grade 9-12 **Number of Students: 2-4**

Student Name: _____

General Group Instructions:

You will have up to 20 minutes to complete the group work for this task.

You have been provided a copy of "Case Studies" with which your group is to review and discuss the standards of behavior for males compared to females. As a group, you are to address the questions proposed on your Data Sheet, however, each student should record this information on his/her Data Sheet.

Individual Work: When your group has completed reviewing and discussing the standards of behavior for males compared to females, someone from your group should notify your teacher. Then you may open this Response Form and answer the questions by yourself. Do not work as a group to complete the Response Form.

Return all materials along with your Response Form to your teacher when you have finished.

EACH MEMBER OF THE GROUP MUST COMPLETE ONE COPY OF THIS DATA SHEET.

NAME: _____

SCHOOL: _____

DATA SHEET

Directions. After your group has discussed these questions, record your responses.

1. In what ways do double standards of behavior exist? _____

_____

_____

_____

_____

2. How can standards of behavior become more equitable for males and females? _____

_____

_____

_____

3. How are standards of behavior for females different from males?

_____

_____

_____

4. Why is it important to establish gender equitable standards of behavior? _____

_____

_____

_____

Case Studies

Directions: As a group, read and discuss the following case studies. Consider sterotyping and gender biases as well as gender equity in each of the situations.

Jeff and Jane are 16 year old twins who are totally different in personalities. Jeff is irresponsible and immature. He is often late, forgetful and rebellious. Jane is a 4.0 student, holds a part time job and has a perfect attendance record at school. Their parents require Jane to be home by 11:30 at night, but Jeff is allowed to stay out until 12:00. They explain that because Jeff is male he is not in as much danger as Jane and that he must be allowed time to take his date home at night.

A police officer stopped two motorists for speeding. One was a seventeen year old male driving 70 mph to a ball practice. The other one was a thirty year old mother who was traveling 75 mph to get rushing home to her sick child. The teenager was fined, and the mother was given a warning ticket.

Two students were reported for fighting at school. The female was referred to the social worker for conflict resolution training, and the male was suspended for two days.

Tobacco products are not allowed on the job site where Bill and Beth are employed. Twice, Beth has been sent home from work when caught smoking. Bill chews tobacco openly and has never been reprimanded for it.

Gender Equity
LESSON 10

Evaluating Equitable Standards of Behavior

Each member of the group must work individually and complete this response form.

NAME: _____

Design a questionnaire for analyzing attitudes and opinions regarding the personal rights and responsibilities of family members (males and females). You may want to have a target audience for whom the questionnaire would be appropriate.

SCORING GUIDE

Performance Assessment: Evaluating Equitable Standards of Behavior

GROUP WORK

SCORE	DESCRIPTION
4	Responses adequately address the questions, represent multiple perspectives, and reflect in-depth understanding. Specific examples are used as supporting factors.
3	Responses are comprehensive and adequately address the questions. Broad generalizations used as supporting factors.
2	Responses are generic in nature, inconclusive and lack supportive details.
1	Incomplete information and minimal understanding is demonstrated.
0	No response. Irrelevant and incorrect information reported.

INDIVIDUAL WORK

SCORE	DESCRIPTION
4	Questionnaire well represents multiple perspectives and reflects in-depth understanding of equitable standards of behavior. Wording in questions is clear and concise.
3	Questionnaire thoroughly addresses the rights and responsibilities of male and female family members.
2	Questionnaire is generic in nature and lacks detail.
1	Incomplete information and minimal understanding demonstrated.
0	No response. Irrelevant and incorrect information reported.

KENTUCKY HOLISTIC SCORING RUBRIC

PERFORMANCE EVENTS

CATEGORY 4	• The student completes all important components of the task and communicates ideas clearly. • The student demonstrates in-depth understanding of the relevant concepts and/or processes. • Where appropriate, the student chooses more efficient and/or sophisticated processes. • Where appropriate, the student offers insightful interpretations or extensions (generalizations, applications, analogies).
CATEGORY 3	• The student completes most important components of the task and communicates clearly. • The student demonstrates understanding of major concepts even though he/she overlooks or misunderstands some less important ideas or details.
CATEGORY 2	• The student completes some important components of the task and communicates those clearly. • The student demonstrates that there are gaps in his/her conceptual understanding.
CATEGORY 1	• The student shows minimal understanding. • The student is unable to generate strategy, or answer may display only recall effect. Answer lacks clear communication.
CATEGORY 0	• Answer may be totally incorrect or irrelevant. • Blank/no response.

RESOURCE ADDRESS LIST

AIT (Agency for Instructional Technology)
Box A
Bloomington,IN 47402-0120
800-457-4509

CORD (The Center for Occupational Research and Development)
P.O. Box 21689
Waco, TX 76702-1689

Guidance Associates
PO Box 1000
Mount Kisco, NY 10549-0010

JIST Works, Inc.
720 North Park Avenue
Indianapolis, IN 46202-3431

Kentucky Department of Education
Division of Curriculum
Capital Plaza Tower
500 Mero Street
Frankfort, Kentucky 40601

Kentucky Gender Equity Resource Center
Murray State University Waterfield Library
Media and Curriculum Resource Department
Murray, Kentucky 42071

New Dimension Media, Inc.
85803 Lorane Highway
Eugene, Oregon 97405-9408